QUEENS COLLEGE

BULLETIN

CATALOGUE ISSUE

JANUARY
1961

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CATALOGUE
WITH
ANNOUNCEMENTS

JANUARY

1961

QUEENS COLLEGE

CHARLOTTE,
NORTH
CAROLINA

Visits to the Campus

Visitors to the campus of Queens College are welcomed. They can be better served during their visits if appointments are made in advance, but that is not essential.

Offices of the college are open Monday through Friday from 9:00 a.m. to 4:30 p.m. Appointments for other hours may be arranged.

Address Correspondence

For information concerning:

Procedure for Admission
Requirements for Admission
Scholarships and Financial Aid for Entering Students
To
THE OFFICE OF ADMISSIONS

Educational Program
Scholarships for Returning Students
Transcripts
To
THE OFFICE OF DEAN OF THE COLLEGE

Accounts
Methods of Payment
Loans
Other Financial Matters
To
THE BUSINESS OFFICE

Rooms in Residence Halls
Student Life
To
THE OFFICE OF DEAN OF STUDENTS

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1960

SEPTEMBER

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College Calendar For 1960-1961

1960

REGULAR SESSION

September 8	Thursday	Residence halls open to freshmen and transfers 6:00 P.M.—Orientation program begins
September 13	Tuesday	Registration
September 14	Wednesday	Classes begin
November 23	Wednesday	1:15 P.M.—Thanksgiving recess begins
November 28	Monday	8:00 A.M.—Thanksgiving recess ends
December 17	Saturday	1:15 P.M.—Christmas recess begins

1961

January 3	Tuesday	8:00 A.M.—Christmas recess ends
January 21	Saturday	End of First Semester
January 23	Monday	1:30 P.M.—Registration for second semester
January 24	Tuesday	Classes begin
March 28	Tuesday	5:00 P.M.—Spring recess begins
April 5	Wednesday	8:00 A.M.—Spring recess ends
May 26	Friday	End of second semester
May 28	Sunday	Baccalaureate Service
May 29	Monday	Commencement Convocation

SUMMER SESSION

June 5-9	Monday-Friday	Registration for summer session
June 12	Monday	Classes begin
July 21	Friday	Close of six-week summer session
August 4	Friday	Close of eight-week summer session

REGULAR SESSION

September 14	Thursday	Residence halls open to freshmen and transfers
September 19	Tuesday	Registration
September 20	Wednesday	Classes begin
November 22	Wednesday	1:15 P.M.—Thanksgiving recess begins
November 27	Monday	8:00 A.M.—Thanksgiving recess ends
December 19	Tuesday	5:00 P.M.—Christmas recess begins

1962

January 4	Thursday	8:00 A.M.—Christmas recess ends
January 27	Saturday	End of first semester
January 29	Monday	1:30 P.M.—Registration for second semester
January 30	Tuesday	Classes begin
March 24	Saturday	1:15 P.M.—Spring recess begins
April 2	Monday	8:00 A.M.—Spring recess ends
June 1	Friday	End of second semester
June 3	Sunday	Baccalaureate Service
June 4	Monday	Commencement Convocation

In Brief . . .

Queens is a four-year liberal arts college for women. It is affiliated with the Presbyterian Church in the United States through the synods of North Carolina and South Carolina. It was founded in 1857.

STANDING The college is accredited by the Southern Association of Colleges and Secondary Schools and is approved by the American Association of University Women. It is a member of the American Association of Colleges, the American Council on Education, the National Commission on Accrediting, the College Entrance Examination Board, the College Scholarship Service, and the National Association of Schools of Music.

LOCATION The Queens campus is in the Myers Park residential section of Charlotte. The city is the largest in the two Carolinas and is the center of a metropolitan area with a population of 2,200,000. The community affords a quality and range of cultural organizations and activities and of business institutions which are important adjuncts to the educational facilities of the college. Among these are lectures, exhibits at the Mint Museum of Art, Little Theatre plays, and programs offered by the Community Concert Association, the Opera Association, Charlotte Symphony Orchestra, Charlotte Chamber Music Society, and the Oratorio Singers. Other attractions are offered at the city coliseum and auditorium.

SIZE The average enrollment of Queens is 500 students. In its counseling program, in its curriculum, in its methods of teaching, in its attention to the personal development of students, and in its social life the college attempts to do well those things which only a small college can do.

PROGRAM Queens offers the bachelor of arts, bachelor of science, and bachelor of music degrees. At the end of the sophomore year students select an area of major emphasis from the fields of art, Bible, biology, chemistry, economics, English, French, history, mathematics, music, psychology, religion, sociology, Spanish, home economics, laboratory technology, and nursing. Students desiring to teach can qualify for an elementary or secondary certificate. Secretarial training can be obtained through elective courses. A program of academic counseling is provided under which each student is assigned to a faculty advisor. With the advice and help of this counselor the student selects courses which will best meet her needs for a basic liberal education, chooses proper sequences in a major field, and pursues her special interests and abilities.

TEACHING The Group Tutorial is the name chosen to designate a method and a set of teaching principles which are in process of development at Queens and seem peculiarly fitted to the needs and the opportunities of the small college. The basic idea is that teaching is not something that is *done for* the student nor something *done to* the student. Effective teaching is the guidance of the process of learning. The chief responsibility rests on the student. Stress is placed on individual endeavor; the student is guided to do creative work. It is assumed that standards of self-evaluation are more important than the grading process.

STUDENTS The most important qualities of any student body are intangible. They are reflected in attitudes, characteristic behavior, and in those things which are spontaneously expected, approved, or disapproved. These are the qualities that determine what happens to a student who lives for four years as a member of the group. These qualities become tangible in student self-government, the honor system, and social events.

Queens prides itself on its student body's diversity in church affiliation, in family income, in geographical distribution, and in academic ability and interests. Two-thirds of the students live on the campus; the others have their homes in or near Charlotte. Those living on the campus come from 20 different states and several foreign countries.

With an active emphasis on the academic life in a vital, informed Christian context Queens students also have a well-balanced social life. There are national sororities, dances and other social events, intramural activities, and a healthy co-educational social life made possible by joint planning with Davidson College which is located 20 miles from Charlotte.

FACULTY The principal emphases in the selection of the faculty are competence in scholarship, outstanding teaching ability, and the kind of personality and character which makes an important difference in the educational result.

STUDENT SELECTION All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. Each application is reviewed by the Committee on Admissions; and attention is given to the high school record, test results, and personal recommendations and evaluations of character, personality, and ability. The aim of the college is to select those students who can profit by its program. It is anxious to maintain a well-balanced group covering the normal range of ability.

COST The general fee for resident students for board, room, tuition, and health service is $1850; for commuting students, $800. These fees cover all costs except personal expenses, books, special fees, and the student activity fee.

FINANCIAL AID A unique plan for financing the cost of college education is provided in the Queens-Union Banking for College Program. This plan may be considered by the parents of students who are sophomores and juniors in high school.

Endowed scholarships provide assistance ranging from $100 to $1450 per year. Academic ability and financial need are the factors determining the recipients of these awards.

Loan funds are available for students under generous terms of repayment and interest rates.

PLACEMENT There is a placement office to serve the graduates of Queens. Those students who do not marry immediately after graduation find no difficulty in obtaining positions as teachers, chemists, social workers, secretaries, etc. The liberal arts curriculum and the program for personal growth and development produce graduates with the kind of education now being sought by discriminating employers.

Aims of Queens College

Queens is a small, Christian liberal arts college for women. The aim of the college can be stated as the attempt to put important meaning into each of the terms used to characterize the institution.

The central purpose is to see that the graduates of Queens College are liberally educated persons. This liberal education means the kind of disciplined mind that has acquired skills in thinking. It means open-minded seeking for fact, judgment as to truth or falsity, and judgment of value on the basis of evidence. It means acquaintance with the basic fields of knowledge in terms of initial studies in each of the fields. These studies should provide an understanding of vocabularies and methods requisite for further study. It means a developed capacity to respond with interest and some understanding to a wide range of personal, social, esthetic, and religious values. This kind of liberal education cannot be obtained through attention to subject matter alone; consequently, there is more than an emphasis upon the liberal arts. Liberal education results from a quality and a combination of subject matter, faculty, teaching, students, and the composite life of the college community. It is the aim of the college to be selective as to the quality of each of these elements and so to combine them as to secure liberal education in each of its graduates.

The college is healthily Christian. The attitudes and religious loyalties of the students and faculty are important. Christian emphasis manifests itself in the acceptance of responsibility, a sense of vocation, consideration of others, and loyalty to the church. The emphasis is on the substance of Christian growth. It is not on an impoverishing regulation of behavior or the intemperate parading of religious claims and expressions.

Queens is a small college by intent. As such, it aims to accomplish some of those things which can be done only in a small college. Its aim is that each student shall be known by name, face, and personality by all other students and by members of the faculty. The concern for the individuality of each student shall be manifest in a difference as to method and quality of teaching and in the personal and social development of the student.

As a woman's college, Queens endeavors to meet the educational needs that are peculiar to women. Among these needs are economic independence, responsibilities in the family, moral and religious responsibilities, and responsibilities in the community and in political life.

In addition Queens aims to provide an environment of student life that will contribute to the educational purposes of the college and to the growth and happiness of each student. Such an environment includes elements of social life and patterns of student self-government. It also includes the kind of attitudes that prevail on campus. If these aims are accomplished, the most important result of a college education will come from the experience of living for four years as a member of the student body of Queens College.

Notes on History

The year 1857 is used as the founding date of the college for the reason that the history of the institution is continuous from that date to the present, though its origins are much earlier. During the past 100 years the college has carried four names. From 1857 to 1891 it was known as the Charlotte Female Institute located on North College Street at East Ninth. From 1891 to 1896 it was known as the Seminary for Girls. This was during the administration of Miss Lily Long. In 1896 the institution was affiliated with the Presbyterian Church in the United States and from that date to 1912 was known as the Presbyterian College for Women.

The change of name in 1912 to Queens College, when plans were made to move the college to the present location, was actually the resumption of the name that has belonged to the institution since 1771. With a gap of about nine years the history is continuous from 1771 to date. In that year the colonists in this region applied for a charter for Queens College. Due to the theories of church government centered in the assembly and representative government derived from the Calvin-Knox and Scotch-Irish traditions, the crown doubted the political wisdom of granting a charter to an institution that would perpetuate these ideals; so, the charter was refused. The name of the proposed college was changed to Queens Museum, and under that odd title the institution was chartered in 1773. It continued under that name until 1777 when, in the midst of the war there being no great affection for the crown, the name was changed to Liberty Hall Academy. Beginning in 1784 and continuing for 35 years the history is sketchy, but in 1821 the institution was incorporated as the Male and Female Academy Corporation. This corporation operated the Liberty Male Academy and the Charlotte Female Academy.

The location of the Queens College-Queens Museum-Liberty Hall succession of institutions was on South Tryon and Third Streets. Embedded in the sidewalk on the southeast corner of that intersection there is a bronze marker commemorating this first location of the college. In 1821 the institution was moved to 913 South Tryon Street. Then in 1857 it was moved to the North College Street location. In 1914 the college was moved to the present location in the Myers Park residential section.

Chicora College was merged into Queens in 1930. This institution had a long history of distinguished service as a woman's college of the Presbyterian Church in South Carolina. Among its alumnae are those who were graduated while the college was located in Greenville and later in Columbia, S. C.

The changing courses of study, faculties, students, names, boards of trustees, and affiliated church bodies have contributed to the central purpose of Christian higher education for women which is the heart of the Queens tradition.

Presidents of Queens College

1857-1872—Robert Burwell
1872-1875—Robert Hett Chapman
1875-1878—Stephen Taylor Martin
1878-1891—William Robert Atkinson
1891-1899—Lily W. Long
1899-1911—James R. Bridges
1911-1916—John Livy Caldwell
1916-1917—James R. Bridges, Acting
1917-1918—Henry Clay Evans
1918-1921—William Anderson, Acting
1921-1939—William Henry Frazer
1939-1950—Hunter Bryson Blakely
1950-1951—McAlister Carson, Acting
1951-1953—Charlton Coney Jernigan
1953-1954—Herschel Hill Everett, Acting
1954- —Edwin Ruthven Walker

Admission To The College

Queens desires to select for its student body those applicants who seem particularly fitted for college work and for the type of programs this college offers. Each application is reviewed by the Admissions Committee. The committee will consider:

- Quality of college preparatory work
- Standing on tests
- Recommendations of officials acquainted with the applicant
- Student's objectives
- Student's character and personality

PREPARATION FOR ENTRANCE

The student considering Queens as the college of her choice should—early in her secondary school years—write to the Office of Admissions for descriptive literature. She should familiarize herself with the total program of the college. She should discuss her goals with her high school counselor and plan a program that will assure her of eligibility for admission.

An applicant for admission is expected to have a secondary school diploma representing 16 units of study acceptable for admission. The following represents a minimum desirable distribution of academic units. High school students are strongly urged to take additional credits in college preparatory subjects. The four units in English are required of all.

Units	English	History	Laboratory Science	Algebra	Geometry	Language	Electives
	4	2	1 or 2	1 or 2	1	2 of 1	4

All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board during their senior year. (Students are urged to take the Scholastic Aptitude Test in March or May of their junior year for practice purposes.) It is highly desirable that students also take three of the Achievement Tests of the College Entrance Examination Board, the English test and two others—preferably a foreign language test and a test in mathematics, science, or social studies. Students should have scores on these tests sent to the college by the College Entrance Examination Board. To strengthen further the evidence of intellectual ability, the college may request students to take certain other aptitude or achievement tests.

The following dates have been selected for the administering of these tests:

December 3, 1960	SAT, Achievement tests, Writing Sample
January 14, 1961	SAT, Writing Sample
February 4, 1961	SAT
March 18, 1961	SAT, Achievement tests
May 20, 1961	SAT, Achievement tests
August 9, 1961	SAT, Achievement tests

For further information concerning these tests the student should consult her high school principal or counselor.

It is highly desirable that the student and her family have a personal interview with a member of the college admissions staff. A visit to the campus is also valuable. Selected alumnae in a number of cities will be happy to confer with interested students and their parents; their names and addresses are listed on page 90 of this catalogue.

ENTRANCE PROCEDURES

1. The student should request an application form from the Office of Admissions or use the form in the back of this catalogue. She should complete this form and mail it with the $10 fee to the Office of Admissions. Since dormitory as well as classroom space is limited, she should file her application no later than March 15 of the year of expected entrance. A student desiring financial aid should apply for a scholarship or loan at the same time that she makes application for admission. Further details regarding these may be found on pages 80-86 of this catalogue.
2. Upon receipt of the application, the Admissions Office will send the candidate a personal data form and an honor pledge form. These should be completed and returned immediately.
3. The applicant should request the College Entrance Examination Board to send a copy of all her test results to Queens College.
4. The college will write for a transcript of secondary school credits and for recommendations. The student wishing to transfer from another college must request that a complete transcript of her college work be sent to Queens.
5. When the results of the College Board tests and the grades for the first semester of the senior year have been received, the Committee on Admissions will act upon the application. The candidate will be notified immediately of its decision.
6. Acceptance for admission is made with the reservation that the applicant maintain a satisfactory standard of academic work and citizenship through the completion of the school year. Admission is also contingent upon the receipt of a satisfactory health report later in the year.
7. The health forms will be sent as soon as the candidate has been approved for admission. These forms should be filled out properly by a physician and must be returned to the college before July 15 of the year of entrance.
8. Within 30 days following notification of acceptance the student will need to make an initial payment of $100 ($35 for a commuting student) to hold her place in the entering class. This payment is non-refundable and will be credited to the total fees for the year. Scholarship and loan applicants will not be required to make this payment until they have received notification of the action on their scholarship applications.
9. The applicant is urged to report to the college promptly any change of address, transfer to another secondary school, or intention to withdraw her application.
10. After the student has been accepted, detailed information will be sent during the summer prior to entrance concerning rooms, the orientation

program, date to arrive on the campus, etc. The student will also receive material from her upper-class student advisor. Attendance at the orientation program is required of all new students and transfers.

TRANSFERS FROM OTHER COLLEGES

Applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work done, units of credit earned in secondary school, and a statement of honorable dismissal from the colleges attended. Credit will be transferred on those courses on which the student has made a grade of C or higher. A maximum of 66 semester hours from a junior college will be accepted.

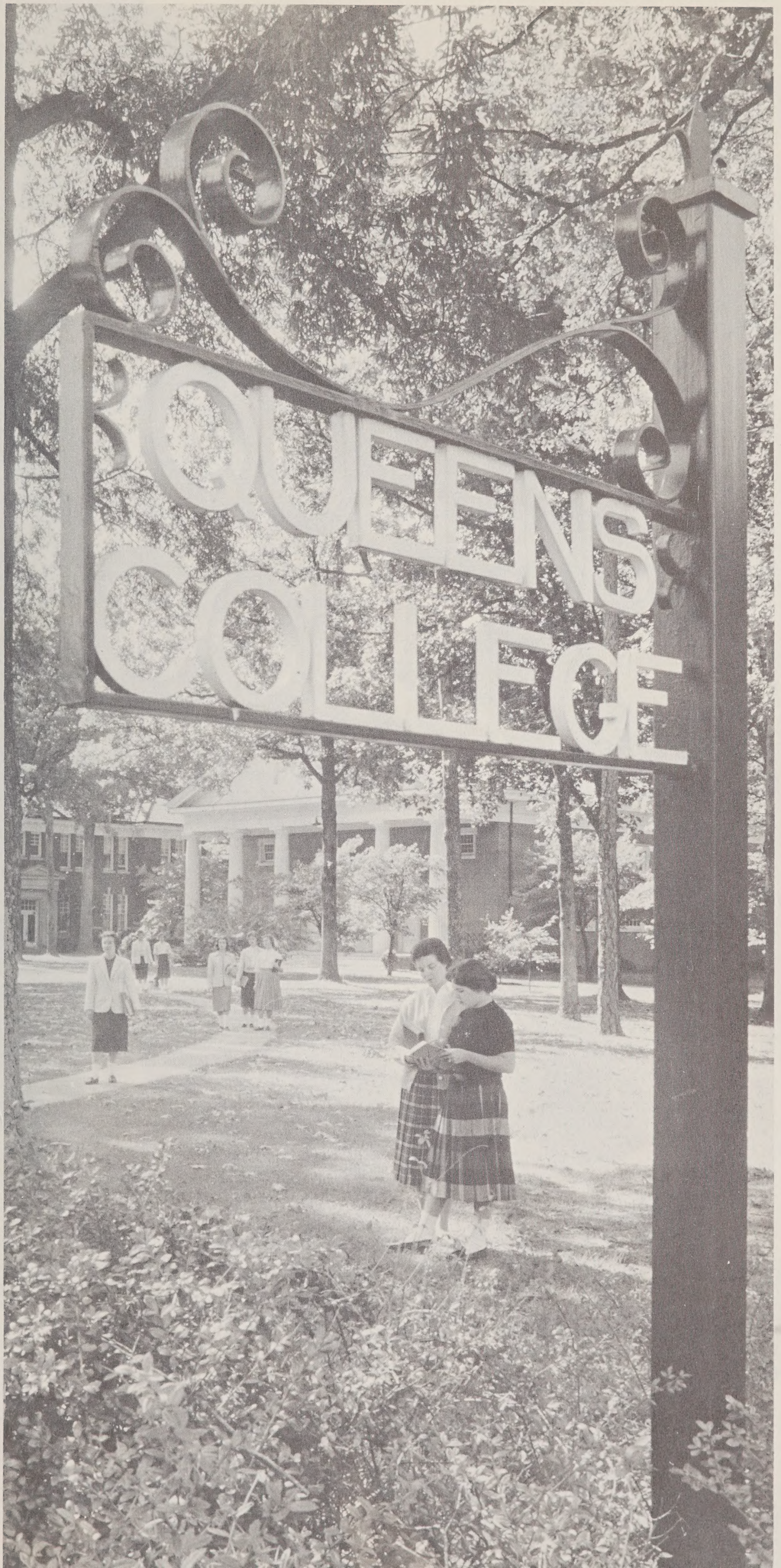
The procedure for applying is the same as that outlined above for new students, including the submission of Scholastic Aptitude Test scores.

RE-ADMISSION OF FORMER STUDENTS

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for re-admission. To do so she should write a letter to the dean of the college stating her reasons for wishing to return. She must have sent to the college transcripts of all work undertaken at other institutions. Upon receipt of these materials the Committee on Admissions will act upon her request. If she is admitted she will be required to make the initial payment within 30 days. This payment—$100 for resident and $35 for commuting students—is non-refundable and will be credited to the total fees for the year. She will be sent a health form to be completed by her physician and returned to the college before she may register.

PART-TIME STUDENTS

The college admits a limited number of commuting students who are graduates of secondary schools but who wish to carry less than the minimum normal load of 12 semester hours. They may be degree candidates or may not. The applicant should write the Office of Admissions for information concerning fees and methods of applying.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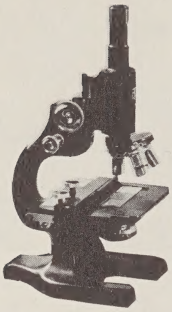

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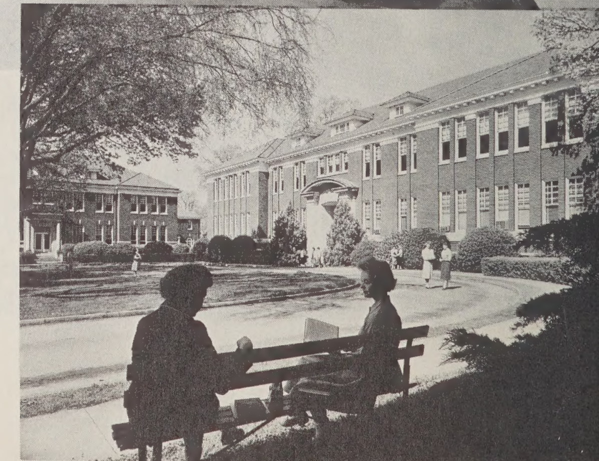

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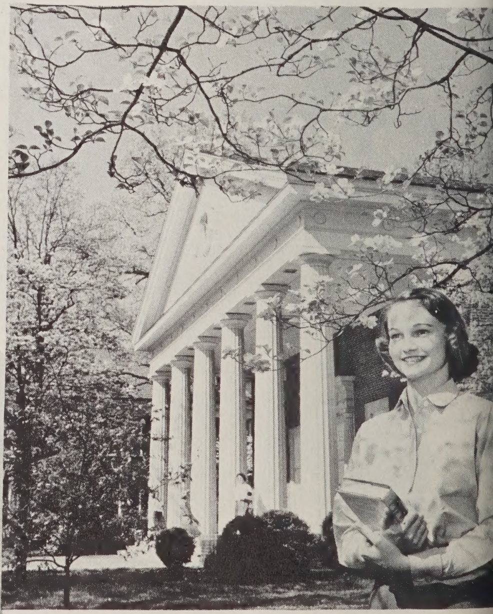

Academic Program

The Curriculum

Queens College offers programs leading to three degrees:

The *bachelor of arts* with concentrations in art, Bible, biology, chemistry, comparative literature, economics, English, French, history, home economics, mathematics, music, psychology, religion, sociology, or Spanish. Through elective courses the student may also qualify for elementary or secondary teacher certification or may receive secretarial training.

The *bachelor of science* in nursing or medical laboratory technology.

The *bachelor of music* in applied music (piano, organ, strings or voice), general music education (for teacher certification), or instrumental music education (for teacher certification).

The minimum requirement for graduation is 120 semester hours with 120 quality points and a specified program of activity hours. Applicable to the class of 1963 and subsequent classes, this requirement is: a minimum of 120 semester hours with a cumulative quality point average of at least 1.0 and a specified program of activity hours. At least 42 semester hours shall be of 300 level or higher courses. Even though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree. Every degree candidate must complete two semesters at Queens as a regular student. She must also complete the last 30 hours of her academic program at the college.

The educational program which leads to these degrees is composed of four interrelated parts: I. A program of basic requirements; II. A field of concentration; III. A program of elective hours; and IV. A program of activity hours.

I. BASIC REQUIREMENTS

This requirement, totaling 53 semester hours, represents a range of study deemed necessary to provide the breadth of outlook essential in a liberally educated person. The requirement is the same for all students regardless of the degree program being followed — bachelor of arts, bachelor of science, or bachelor of music. Most of these courses will be completed during the first two years as a basis for further study; however, some of them may be continued into the junior and senior years.

Group 1	Semester Hours
English Composition	6
Bible	6
Group 2	
Selected from any of the following fields of study: biology, chemistry, mathematics, physics	11
Group 3	
Selected from at least three of the following fields of study: economics, history and political science, psychology, sociology	12

Group 4	
Selected from at least four of the following fields of study: art; foreign language; literature; music; philosophy	18
Total	53

II. FIELD OF CONCENTRATION (Major Program)

BACHELOR OF ARTS

This degree offers concentration in:

- Art
- Bible
- Biology
- Chemistry
- Comparative Literature
- Economics
- English
- French
- History
- Home Economics
- Mathematics
- Music
- Psychology
- Religion
- Sociology
- Spanish

By the end of the sophomore year each student will have decided upon a subject-matter field in which she will concentrate through a pattern of advanced courses. The purpose of this concentration is twofold — first, to give the student the opportunity to go far enough into a field to achieve something like a feeling of mastery of it; second, to enable her to get knowledge, skills, and attitudes which may help make her effective in her vocation. It is conceivable that this study may begin prior to the junior year.

In this program no less than 30 semester hours shall constitute a major program and no more than 40 semester hours may be taken in one department. The major program will be planned by the student and her major advisor. Certain specific major requirements are stated under each department heading in the section of the catalogue marked *Courses of Instruction.*

MEDICAL LABORATORY TECHNOLOGY

Students wishing to prepare for careers in medical laboratory technology at Queens College may do so in either of two ways:

(1) *Under the bachelor of arts program.* The student may major in chemistry and take the necessary supporting courses in biology or she may major in biology and take the necessary supporting courses in chemistry. Students in this program are advised to take biology and chemistry in their freshman year and two science courses in their sophomore year. In any case, early in their freshman year they should consult with the heads of the departments of chemistry and biology regarding the program.

After securing the bachelor of arts degree the student will need one year's training or apprenticeship in a hospital and under a pathologist approved by the American Society of Clinical Pathologists before she is eligible for certification by the A. S. C. P. Queens College long has cooperated with Charlotte Memorial Hospital, Charlotte, N. C., in this program; it is approved by the A. S. C. P. However, students may apply to any approved hospital of their choice. They must, of course, meet the admission requirements and standards of the institution selected.

(2) *Under the bachelor of science in medical laboratory technology program.* The degree will be granted upon the successful completion of three years of prescribed work at the college and certification in medical laboratory technology from Charlotte Memorial Hospital or another A.S.C.P. accredited hospital approved by the college. The student with her major advisor — the head of either the department of biology or the department of chemistry — will plan the course of study to be taken in residence at the college to fulfill graduation requirements and to meet admission requirements of the hospital. Admission to the hospital school of laboratory technology is achieved by applying to that institution and meeting its standards.

During the three years at the college the student must earn a minimum of 90 semester hours with 90 quality points and six activity hours, with at least 12 of the semester hours of 300 level or higher. Thirty semester hours and 30 quality points will be awarded for successful completion of the work at the hospital, and all of these 30 hours shall be considered of 300-400 level.

Among the courses required under this plan are the following, to be taken in the years indicated:

Freshman Year	S.H.	Sophomore Year	S.H.
Biology 101-102	8	Chemistry 203	4
Chemistry 101-112	8	Biology 306	4
Mathematics 101-102	6	Chemistry 303-304	8

Junior Year	S.H.
Physics 101-102	8
Biology 201 or an approved biology elective	4
Chemistry 403	4

NURSING

The degree of bachelor of science will be granted upon the successful completion of two years of prescribed work at the college and graduation from the Presbyterian Hospital School of Nursing, Charlotte, N. C. A minimum of 42 semester hours in courses numbered 300 and above is required. Sixty semester hours and 60 quality points are assigned to the courses carried in the school of nursing; these constitute the field of concentration. Of these 60 semester hours, 30 shall be considered equivalent to 300-400 level courses.

The pattern of residence in this five-year program is one year at the college, three years at the hospital, and the fifth year at the college; or three years at the hospital and the fourth and fifth years at the college. Admission to the Presbyterian Hospital School of Nursing is achieved by applying to that institution and meeting its admission requirements and standards.

BACHELOR OF MUSIC

In the bachelor of music program the field of concentration consists of 67 hours in music under the applied music concentration; under the music education concentration 49 semester hours are in music and 24 are in education. Specific details of these requirements are given in the music department pages of the section marked *Courses of Instruction.*

III. ELECTIVE HOURS

In consultation with her faculty advisor the student chooses elective hours to complete the number of hours required for graduation in addition to the basic requirements and the major program. Electives are available to give her opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford a chance to study in fields which directly support her program of concentration.

The bachelor of science in nursing program leaves only seven elective hours.

The bachelor of science in medical laboratory technology allows six or 10 hours of free electives.

The bachelor of music program leaves no free electives; however, the two programs leading to teacher certification specify 21 hours of particular courses in the education department and three in the psychology department.

TEACHER CERTIFICATES

Training for the teacher certificate, either at the *elementary or the secondary* school level, may be secured with the bachelor of arts degree. Teacher certification is also possible under the bachelor of music program. The program of elective hours should be so planned with the faculty advisor that it will include the required hours in education, practice teaching, psychology, and other subjects specified by the state in which the student plans to teach.

Students desiring to teach in a state other than North Carolina or South Carolina must obtain a copy of the requirements of that state and plan their programs carefully to meet these requirements.

SECRETARIAL TRAINING

The secretarial training program is designed especially for women in view of the increasing variety of opportunities. The basic skill subjects of typing and shorthand are combined with an academic major to provide the preparation needed for entering into positions requiring office skills. As electives toward a degree in any academic major program, the student may take 12 semester hours in secretarial practice courses beyond beginning typing (which does not carry credit toward a degree). In addition, she may elect such courses in accounting and economics as she thinks would be of help to her in the business world. The program of electives for secretarial training may be taken during the first two years or spread throughout the four years. The selection of courses should be considered carefully by the student with the faculty advisor for secretarial training in order that the program may be directed toward the type of employment which is of interest to the student.

IV. ACTIVITY HOURS

This program is designed to develop appreciation, creativity, skills and capacity for self-expression through sports, music, drama, writing, plastic arts, gardening, and sewing.

Each regular four-year student for the bachelor of arts and bachelor of music degrees will be required to complete with a rating of satisfactory eight activity hours. An activity hour is defined as an average per week of two clock hours of participation in the activity for one semester. It carries no grade other than satisfactory or unsatisfactory.

The requirements in the various areas are as follows:

Area 1 — 3 hours
- Understanding Sports—1 hour
- Swimming—1 hour
- Golf or Tennis—1 hour
- Dancing
- Recreational Sports
- Horseback Riding

Area 2 — 2 hours
- Queens Players
- Student Publications
- Chorus
- Madrigal Group
- Choir
- Opera Workshop
- Instrumental Ensemble
- Piano Class
- String Class

Area 3 — 2 hours
- Beginning Ceramics
- Intermediate Ceramics (prerequisite: Beginning Ceramics)
- Enameling
- Painting
- Beginning Photography
- Intermediate Photography (prerequisite: Beginning Photography)
- Gardening
- Sewing
- Creative Crafts

One additional hour selected from any of the above areas or one semester of typewriting.

Students in the bachelor of science in nursing program must earn four activity hours at the college (any four of their choosing). Those in the bachelor of science in medical laboratory technology must complete six activity hours, distributed as follows: Three (Understanding Sports, Swimming, and Golf or Tennis) in Area 1; one or two in Area 2; and one or two in Area 3.

The requirements for the several degrees may be summarized as follows:

Degree Program	I Basic Requirements	II Field of Concentration	III Electives	IV Activity Hours	College courses numbered 300 and above
Bachelor of Arts	53	30-40	27-37	8	42
Bachelor of Science Nursing	53	60 (hospital work)	7	4	12*
Medical Laboratory Tech.	53	39-43 plus 30 (hospital work)	6-10	6	12*
Bachelor of Music	53	67-73	0	8	42

* In addition to hospital work considered to be of advanced level.

Standards, Regulations, and Procedures

THE HONOR SYSTEM

Before admission to Queens College each student promises to uphold the Honor System of Student Government. The Honor System is one of the most cherished institutions of the college, and its regulations in all phases of college life are based on three fundamental principles:

1. That each student be truthful at all times.
2. That each student respect the property of others.
3. That each student be entirely honest on tests, examinations, term papers, and all other pledged work as designated by teachers.

Any infraction of the regulations may be investigated by the Honor Council. If the student is found guilty, the council may recommend that she be excluded or suspended from the student body.

ORIENTATION

During the four days preceding fall registration there is an orientation program at which attendance is required of all new students. This program is designed to acquaint the student with college life in its academic and social phases as well as with the whole community in which she will live for four years. She will meet her faculty advisor, her roommate, and her upper-class student advisor. She will visit points of interest in Charlotte and will have opportunity to worship in a church which may become her "campus church."

A series of tests is given for the purpose of better advising the student in her academic program. One day is devoted to conferences with faculty advisors who help the freshmen to plan their programs. Each student will remain with her faculty advisor through her first two years and will find in the carefully selected faculty member a friend who will hold frequent conferences to assist and to guide throughout the years.

A parents' orientation program is held the evening of the day new students arrive and the following morning. Its function is to help parents and faculty to meet and together to discuss the purposes of college education.

REGISTRATION

Students are expected to register for course work on the day specified for each semester. Registration after the appointed day subjects the student to a fee of $5.00. No registrations are permitted after the second Saturday following the beginning of classes.

Changes in registration are permitted prior to the second Saturday following the first day of class meetings. Any change after this day is considered a *withdrawal.*

SEMESTER LOAD

A normal load for a regular student is 15 semester hours. The dean of the college may allow a load of as little as 12 hours. Any student who wishes to take more than 17 hours of academic credit must get the permission of the dean of the college. (Academic hours do not include activity hours.)

WITHDRAWAL FROM A COURSE

A student must obtain permission from the dean of the college to discontinue a course. A student discontinuing a course after the second Saturday following the first day of class meetings will receive a semester mark of WF or WP for the course. If permission is not obtained, the course will be graded F.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the college before the end of the semester must notify the dean of the college in order to maintain a record in good standing. The grades of a student who withdraws are recorded WP if the work has been passing up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If permission is not obtained, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

AUDITING COURSES

A regular student who is carrying a minimum load of 15 hours of academic work for credit and who has a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

GRADING AND QUALITY POINT SYSTEM

Graduation requirements are based upon both quality and quantity of work. The following system of grading is used:

A—exceptional	3 quality points per semester hour
B—good	2 quality points per semester hour
C—average	1 quality point per semester hour
D—poor	0 quality points per semester hour
F—failing	minus 1 quality point per semester hour

The following symbols are used when a student does not receive a final semester grade:

WF—withdrew failing	minus 1 quality point per semester hour
WP—withdrew passing	no effect on quality points

E—conditional failure given at the discretion of the instructor.

This mark may be changed to D or F after a re-examination. Only one re-examination is allowed in any course.

I—incomplete work. When this work is completed, the student may receive any grade from A to F.

A grade of E or I automatically becomes F if the student fails to take or pass a re-examination or fails to make up incomplete work satisfactorily; a grade of E or I for the first semester must be removed by the second week of the following March; a grade of E or I for the second semester must be removed by the end of the first week of regular classes the following September.

CLASSIFICATION

Students who are following a degree program and are carrying the required semester load have class standing determined by minimum levels of achievement, as follows:

	Semester Hours	*Quality Points*
Sophomores	24	18
Juniors	54	48
Seniors	90	84

Part-time students are those who are non-resident and are carrying less than 12 semester hours.

ELIGIBILITY TO CONTINUE

To remain in college a student must pass 18 semester hours of work during a session with a quality point average as follows:

.5 to return the second year

.8 to return the third year

.9 to return the fourth year

A quality point average is computed as follows: One semester hour with a grade of A would earn 3 quality points, or a regular 3 semester hour course with a grade of A would earn 9 quality points. A 3 semester hour course with a B grade would earn 6 quality points, and a 3 semester hour course with a C grade would earn 3 quality points. To obtain the quality point average for a semester or for a year, add the quality points earned and divide by the total semester hours carried. For example, a normal semester load is 15 semester hours or 5 courses. If the student receives B in each course, she would earn 6 quality points for each course or a total of 30 quality points. Thirty quality points divided by 15 semester hours equals 2.0 quality point average for a semester.

REPORTS

A report of grades is sent to parents or guardians at the end of each semester. No grades except semester grades are permanently recorded; however, additional reports are issued at mid-semester indicating special difficulties in course work.

PROBATION

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. Probationary status may also be given for misconduct or violation of the social standards of the college. A student on probation may be asked to withdraw at any time if she again fails to meet the scholastic or social standards of the college.

ATTENDANCE

Students are expected to attend classes regularly. The faculty regulations for class attendance appear in detail in the *Student Handbook.*

It is the responsibility of the instructor of each activity hour to determine when a student's absences become excessive and, therefore, render her work unsatisfactory.

All students are expected to attend chapel on Tuesday and Friday, Student Government assembly on Wednesday, and all scheduled convocations. Freshmen also attend Thursday assembly. Each student shall be allowed a maximum of seven chapel or assembly absences each semester.

All candidates for degrees are required to be present for commencement.

SUMMER SCHOOL AND QUEENS EVENING COLLEGE WORK

A student who wishes to take courses in an accredited summer school or in the Queens Evening College and to receive credit for them towards graduation must first secure the approval of her advisor and the dean of the college, both as to the courses to be taken and as to the institution to be attended. In no case will credit be allowed beyond that given by the institution conducting the summer school.

ELIGIBILITY TO REPRESENT THE COLLEGE

Students who maintain a quality point average of 1.0 or more the preceding semester are on the current list of eligibility to represent the college in off-campus extracurricular activities and to hold campus offices during the current semester. Eligibility is also dependent on chapel and assembly attendance. Students on probation are not eligible to represent the college.

HANDBOOK

Each student is expected to know and observe all regulations which are found in detail in the *Student Handbook.*

Special Programs, Honors, and Awards

HONORS PROGRAM

The Honors Program is for the superior student. It is designed to assist her in the further development of her initiative, intellectual curiosity, and capacity for independent work. It is also to offer public recognition of superb achievement. Since the superior student is the one most likely to go on to graduate school, the program also attempts to refine the skills requisite to graduate work.

The student must apply no later than the mid-term of the second semester in the junior year and must be accepted for honors work by the Honors Committee.

A program of independent study initiated by the student must be submitted to and approved by the Honors Committee. This program must be completed by the mid-term of the second semester of the senior year. It will be directed by a member of the faculty, appointed by the Honors Committee, whose field is central to the project proposed.

A comprehensive examination must be taken. If there is an examination in the major field alone, all members of that department must initiate the program and participate in the judgment of that program.

WASHINGTON SEMESTER

Through a cooperative arrangement with the American University, honor students are selected to spend a semester in Washington, D. C., for a study of American National Government in Action. The study is carried out through a seminar on Government in Action, an individual research project, and regular courses at the American University. Application should be made to the major professor or the dean of the college.

HONORARY ORGANIZATIONS

ALPHA KAPPA GAMMA is a national honorary leadership fraternity for women. This group is composed of students and faculty who possess qualities of leadership, and the purpose of the organization is to assist in the integration of campus activities.

SIGMA MU is a regional honorary organization composed of faculty and students. Its purpose is to recognize high scholastic attainment of upperclassmen and to encourage independent research.

VALKYRIE is an honorary organization made up of members selected in the spring from the rising sophomore class. Membership in this club, organized on the Queens campus in 1937, is based on outstanding leadership and citizenship exhibited by freshmen. Members usher at college functions.

SIGMA UPSILON is a national honorary literary fraternity, founded in 1906. It was limited formerly to men's colleges but now includes a small number of women's colleges. The Queens College chapter was established in May, 1951. Membership is based primarily upon literary ability and active participation; selection of members is usually made once a year from members of the sophomore, junior, and senior classes and from the faculty.

DELTA OMICRON, international music fraternity for women, was established at Queens College in May, 1959. The national organization was founded in 1909 at the Cincinnati Conservatory of Music. Membership is open to students doing major or minor work in music, to music faculty, to professional musicians, and to concert artists. Scholarship of high quality is requisite to membership.

SPECIAL HONORS

DEAN'S LIST

Students achieving unusually high scholarship are named on this list. They must carry at least 15 semester hours and achieve not less than three A's and two B's in academic subjects. Seniors who are doing practice teaching and carrying only 12 semester hours must have three A's and one B in academic subjects.

COMMENCEMENT MARSHALS

The marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, sophomores, and freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

GRADUATION WITH HONORS

The titles of *summa cum laude, magna cum laude,* and *cum laude* shall be awarded by the administration after consultation with the Honors Committee.

AWARDS

ALGERNON SYDNEY SULLIVAN AWARD

The award is made by the New York Southern Society to perpetuate the memory of its founder, Algernon Sydney Sullivan, whose dominant characteristics were love for and service to men.

"The recipients of the Award shall be chosen by the faculty of the college. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind, and conduct as evince a spirit of love for and helpfulness toward other men and women."

CHARLOTTE PANHELLENIC

The Panhellenic Congress of the city of Charlotte has established an award of $50.00 which goes to an outstanding freshman for meritorious scholarship, personality, and community contribution.

THE QUEENS COLLEGE PANHELLENIC SCHOLARSHIP CUP

The Panhellenic Council has provided a cup which is awarded for a period of a year to the sorority making the highest average in scholarship.

SIGMA MU AWARDS

The local chapter of Sigma Mu, honorary scholastic fraternity, awards annually two prizes of $5.00 each. One prize is for the best piece of creative work (art, literature, or music) submitted by any student; the second is for the best piece of research submitted by any student.

THE CREATIVE WRITING CUP

To give concrete recognition to those who show determined effort at creative writing in connection with the magazine, the student body of the college gives a loving cup.

THE JERNIGAN JOURNALISTIC AWARD

The Jernigan Journalistic Award is given in recognition of outstanding work of any kind to a member of the *logos* staff.

SIGMA UPSILON AWARD

The Cakes and Ale chapter of Sigma Upsilon offers an award of $10.00 to a member of the freshman class for excellence in writing.

ALPHA CHI OMEGA AWARD

The local chapter of Alpha Chi Omega offers a medallion for the best short story submitted by a member of the student body.

CORONET AWARD

An award is made to the member of the staff of the annual who has contributed "the most above and beyond the call of duty" to the work of the staff.

THE DELTA OMICRON AWARD

The local chapter of Delta Omicron offers an emblem to a member to recognize outstanding musical service to the fraternity, the school, and the community.

AMERICAN GUILD OF PERFORMING ARTISTS MEMBERSHIP

A membership in this society is awarded upon the unanimous recommendation of the music faculty to a student who shows promise as a performing artist.

KAPPA DELTA SCIENCE AWARD

The local chapter of Kappa Delta has established a science award of $10.00 to go to the senior who makes the highest grade in chemistry or biology (first choice) or mathematics (second choice).

THE SOCIOLOGY AWARD

The Theta Gamma Chapter of Chi Omega sorority offers each year an award of $10.00 to the student with the highest average in sociology.

INTERSORORITY BASKETBALL CUP

The Theta Gamma Chapter of Chi Omega sorority offers a silver cup each year to the sorority winning the intersorority basketball tournament.

RECREATION ASSOCIATION AWARDS

Silver loving cups are awarded to the classes which win the interclass volleyball tournament, the interclass stunt competition, and the interclass basketball tournament respectively, and to the student who is considered the best-all-round athlete.

Courses of Instruction

Courses are listed alphabetically. Courses numbered 100 to 299 are primarily for freshmen and sophomores; those numbered 300 to 499 are primarily for juniors and seniors; freshmen may take no more than six semester hours in 200 level courses; they may take no courses at the 300-400 level. Sophomores may take no more than nine semester hours in courses numbered 300 and above. Courses open to lower classes are also open to upper classes unless stated otherwise. First semester courses are usually given odd numbers and second semester courses are usually given even numbers. A course with hyphenated numbers extends throughout the session and must be completed before credit is allowed unless permission for credit for one semester is obtained from the instructor and the dean of the college.

> *Semester hours of credit carried by a course are indicated in parentheses after the course title. Unless otherwise indicated, a course carrying three semester hours credit meets three times a week; a course carrying two semester hours credit meets twice a week, etc. When a course is offered in alternate years only, the year in which it will be given is shown.*

SEMINARS FOR QUEENS AND DANA SCHOLARS*

Each seminar will be instructed jointly by two members of the faculty. Each seminar will run for two semesters and will carry three semester hours of credit per semester.

QUEENS SCHOLARS SEMINAR FOR FRESHMEN

The main aim of this course is to prepare the students for effective independent study as a basis for their continuing education during and after college. The emphasis will be upon helping them develop a high level of competence in dealing with ideas. The course will meet the requirement of six semester hours of English composition.

DANA SCHOLARS SEMINARS FOR SOPHOMORES AND JUNIORS

The purpose of these seminars is to give students the opportunity to investigate thoroughly and with a high degree of individual initiative some subject area not otherwise available in the curriculum. The topics will vary from year to year. Work in this course will meet basic requirements in either Group 3 or Group 4, as shown in the section on the curriculum.

DANA SCHOLARS SEMINAR FOR SENIORS

The topic of this seminar will be the philosophy of liberal arts education. The function of it is to offer students a particular opportunity to arrive at some synoptic appreciation of the meaning of their college careers. Work in this course will meet basic requirements in either Group 3 or Group 4.

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* Qualifications for appointment as a Queens or Dana Scholar are given on pages 80-85 of this catalogue.

ART

Professor Shealy; Associate Professor Moose; Assistant Professor Gebhardt; Assistant Professor Whyte

CONCENTRATION: Art 101, 102, 201-202, 311, 312, and at least 12 semester hours selected from art courses numbered 300 and above, as approved by the major advisor.

100. ART APPRECIATION. (3)

An introduction to the visual arts with the aim of developing an appreciative attitude through a study of the basic aesthetic principles as they apply to the three major visual arts of painting, sculpture, and architecture.

101, 102. ART STRUCTURE. (3, 3)

A study of the basic art forms and space relations to develop an understanding of values, proportion, and perspective through drawing, employing simple tools and media.

Six hours laboratory a week.

201-202. DESIGN. (3-3)

A study of the fundamental principles of design, with problems in pictorial design, pattern design, and advertising.

Six hours laboratory a week.

Prerequisite: Art 101, 102.

301. COMPOSITION. (3)

Comprehensive course on creative organization of line, shape, color, space, and texture in painting and integration of form and content with emphasis on space composition, using figure and still life as subject matter.

Six hours laboratory a week.

302. PAINTING. (3)

A course in fundamentals using figure, landscape, and still life as subject matter.

Six hours laboratory a week.

305. DECORATIVE DESIGN. (3)

A study of design as an applied art with problems in unit and repeat patterns for textiles, ceramics, wall papers, etc.

Six hours laboratory a week.

306. INTERIOR DESIGN. (3)

A study of the principles of design as related to interiors, with problems in architectural drafting of plans, elevations, and perspectives as well as renderings in color.

Six hours laboratory a week.

311. ANCIENT AND MEDIEVAL ART. (3)

A study of architecture, sculpture, and painting from prehistoric times to the Renaissance.

1961-1962

312. RENAISSANCE ART TO THE PRESENT TIME. (3)

A study of architecture, sculpture, and painting from the early Renaissance to the art schools of modern Europe and America.

1961-1962

313. CERAMICS. (3)

A basic course in the use of clay for the making of pottery and sculpture by various techniques.

Six hours laboratory a week. Open to all students.

314. SCULPTURE. (3)

The creation of sculpture by means of various techniques and materials.

Six hours laboratory a week.

400. THE HISTORY OF PAINTING SINCE 1850. (3)

A study of the various schools of painting from 1850 to the present day.

Not restricted to art majors.

401-402. ADVANCED PAINTING. (3-3)

The human figure, landscape, and still life are used for study and pictorial statements with emphasis on the student's personal expression.

Six hours laboratory a week.

421. COMMERCIAL DESIGN. (3)

Fundamental principles of art as applied to art in commerce with problems in packaging, displaying, and advertising.

Six hours laboratory a week.

Prerequisite: Art 201-202.

422. COSTUME DESIGN. (3)

A study of the principles of design as related to dress, with practice in drawing from the model, designing costumes, and drawing for advertisements.

Six hours laboratory a week.

450. PROBLEMS IN ART. (3)

Students who have displayed unusual talent and scholarship may take advanced work in some specialized phase of art.

Education 312 may be credited as art.

BIBLE AND RELIGION

Professor Currie; Associate Professor Taylor; Associate Professor Tarlton; Dean Larson.

CONCENTRATIONS:

In Bible: 101, 102, 201, 212, 301, 312, 411, and nine semester hours from departmental offerings numbered 300 and above; however, up to six semester hours in philosophy numbered 200 and above may be substituted for unspecified departmental offerings numbered 300 and above.

In religion (two majors are offered):

Major 1. 101, 102, 331, 332, 431, 432, 434; six to twelve semester hours in departmental offerings numbered 300 and above; and not more than six semester hours from among the following: Music 315, 316, 317; Speech 321; and philosophy numbered 200 and above.

Major 2. 321, 322, 341, 342, 304; Philosophy 303; and twelve semester hours from among the following: departmental offerings numbered 300 and above; philosophy numbered 200 and above; Sociology 313; Comparative Literature 304; History 306, 407.

NOTE 1: Students desiring to qualify for certification by the Presbyterian Church in the United States as Associates in Christian Education will find it possible by the judicious choice of electives to meet the academic requirements for such recognition in conjunction with any one of the concentrations listed above. They should confer with members of the department in planning a program leading to certification.

NOTE: 2: The Basic Requirement in Bible (see page 28) may be met by the successful completion of any two of the courses marked with the asterisk(*) in the list below.

*101. THE PENTATEUCH. (3)
Readings in Genesis through Joshua, tracing the formation of the national story of Israel, its idea of a covenant, and its patterns of formal worship.

*102. THE SYNOPTIC GOSPELS. (3)
A study of the accounts in Mark, Luke, and Matthew of Jesus' ministry.

*201. THE RISE AND FALL OF THE HEBREW KINGDOMS. (3)
Readings in Judges, Samuel, and Kings.

*212. THE EARLY CHRISTIAN MOVEMENT. (3)
Studies in Acts and the Fourth Gospel.

*301. PROPHETIC RELIGION. (3)
A study of Jeremiah and selected minor prophets.
1961-1962

*312. DEVOTIONAL AND WISDOM LITERATURE OF ISRAEL. (3)
Readings in Psalms, Proverbs, Ecclesiastes, and Job.
1961-1962

304. RELIGIONS OF THE NEAR-EAST AND WEST. (3)
A study of contemporary Judaism, Christianity, Islam, and Western humanisms.

*321. A SURVEY OF THE OLD TESTAMENT. (3)
General introduction to the books of the Old Testament.
1961-1962

*322. A SURVEY OF THE NEW TESTAMENT. (3)
General introduction to the books of the New Testament.
1961-1962

331. THE TEACHING WORK OF THE CHURCH. (3)
An introductory study of the history, nature, and practice of Christian education with particular reference to an adequate program for the local church.

332. PRINCIPLES OF RELIGIOUS GROWTH. (3)

A study of the fundamental bases of Christian character and a consideration of the principles and methods of guiding children and youth in Christian growth in church and home.

*341. ANCIENT CHRISTIANITY. (3)

A study of the development of Christianity from its beginnings through the end of the fifth century, against the background of imperial Roman history.
1960-1961

342. MODERN CHRISTIANITY. (3)

A study of varieties of Christian faith and order since the reformation.
1961-1962

*411. THE WRITINGS OF PAUL. (3)

A study of Paul's thought against the background of first century Hellenism and Judaism.
1960-1961

431. CHRISTIAN EDUCATION IN THEORY AND PRACTICE. (3)

A study of the historical background of Christian education, of the philosophy behind the modern Christian education movement, and the principles that guide this program in the church today. Supervised experience in selected local churches is required.

Prerequisite: Religion 331, 332.

432. CHRISTIAN WORSHIP. (3)

A study of the nature, meaning, and function of worship; and a consideration of such materials of worship as music, scripture, prayer, and art.

434. FIELD WORK IN CHRISTIAN EDUCATION. (1)

A program of supervised participation in local church schools. Meetings once a week with the instructor throughout the semester.

Prerequisite: Religion 431.

BIOLOGY

Professor Fehon; Professor Nooe

CONCENTRATION: Biology 101-102, 201, 204, 410, and 15 semester hours from biology courses numbered 300 and above, as approved by the major advisor. Majors are advised to take Chemistry 303-304. Biology 101-102 is prerequisite to all other courses in the department.

101-102. GENERAL BIOLOGY. (4-4)

An introductory course in the fundamentals of botany and zoology.
Three hours lecture, three hours laboratory a week.

201. INVERTEBRATE ZOOLOGY. (4)

A study of the anatomy, physiology, and systematics of the invertebrates.
Three hours lecture, three hours laboratory a week.

204. GENERAL BOTANY. (4)

A study of the fundamentals of plant anatomy, physiology, development, and classification.

Three hours lecture, three hours laboratory a week.

301. VERTEBRATE EMBRYOLOGY. (4)

A study of the development of vertebrates with emphasis on experimental work in this field.

Two hours lecture, six hours laboratory a week.

302. COMPARATIVE ANATOMY OF THE VERTEBRATES. (4)

A comparative study of the structure of the various vertebrate classes.

Two hours lecture, six hours laboratory a week.

306. BACTERIOLOGY. (4)

A study of the structure, physiology, and economic importance of bacteria with emphasis on laboratory techniques commonly employed.

Three hours lecture, three hours laboratory a week.

Prerequisite: Permission of the instructor.

308. ORNITHOLOGY. (4)

An introduction to the biology of birds.

Three hours lecture, three hours laboratory or field work a week.

Prerequisite: Permission of the instructor.

310. MARINE BIOLOGY. (4)

A survey of marine science with emphasis on ecology and identification of marine organisms of the Carolina coast.

Four weeks, summer session only, on the Carolina coast.

401. GENERAL PHYSIOLOGY. (3)

A study of the basic protoplasmic processes.

Two hours lecture, three hours laboratory a week.

Prerequisite: Chemistry 303-304.

402. GENETICS. (3)

Principles of heredity and variation in plants and animals.

404. BIO-ECOLOGY. (4)

The relationship of organisms to their environment with emphasis on community structure and organization.

Three hours lecture, three hours laboratory or field work a week.

410. HISTORY OF BIOLOGY. (3)

A study of the history of biology with emphasis on current trends of thought.

Prerequisite: Permission of the instructor.

450. SPECIAL PROBLEMS IN BIOLOGY. (3)

Open to advanced students by permission of the instructor.

CHEMISTRY

Professor McEwen; Associate Professor Lewis

CONCENTRATION: Chemistry 101, 112, 203, 204, 303-304, 401, 402, and 403, 404.

Chemistry 405 may be substituted for Chemistry 401, 402, or 403, 404 by students in the teacher training program. Chemistry 401, 402 may be waived for students who have at least 16 semester hours of biology.

101. GENERAL CHEMISTRY. (4)

A study of the more important non-metals with emphasis on the fundamental principles of chemistry.

Three hours lecture, three hours laboratory a week.

NOTE: In order to receive credit for Chemistry 101 one must take either 102 or 112 immediately following. Those planning to take more than one year in chemistry should take 112; others should take 102. Students planning to follow Chemistry 101 by Chemistry 112 should be in Section I of Chemistry 101 in order to avoid second semester schedule difficulties.

102. GENERAL CHEMISTRY. (4)

A continuation of Chemistry 101 designed as a terminal course in chemistry. A part of this course is devoted to an elementary study of the compounds of carbon.

Three hours lecture, three hours laboratory a week.

112. QUALITATIVE ANALYSIS. (4)

Identification of certain metallic and non-metallic ions and a study of the principles underlying their separation and identification.

Three hours lecture, four hours laboratory a week.

203, 204. QUANTITATIVE ANALYSIS. (4, 4)

Two hours lecture, six hours laboratory a week.

Prerequisite: Chemistry 101, 112.

303-304. ORGANIC CHEMISTRY. (4-4)

A systematic study of the important classes of compounds of the aliphatic and aromatic series.

Three hours lecture, three hours laboratory a week.

Prerequisite: Chemistry 101, 112.

401, 402. PHYSICAL CHEMISTRY. (4, 4)

A study of the principles of elementary physical chemistry.

Three hours lecture, three hours laboratory a week.

Prerequisites: Chemistry 101, 112, 203, 204, 303-304, Mathematics 101, 102, 201, 202, Physics 101-102. Corequisite: Mathematics 301.

403, 404. BIOCHEMISTRY. (4, 4)

The chemistry of carbohydrates, lipids, and proteins, studies in digestion, metabolism, enzymes, vitamins, and blood and urine chemistry.

Three hours lecture, three hours laboratory a week.

Prerequisites: Chemistry 101, 112, 203, 303-304.

405. INORGANIC CHEMISTRY. (2)

A review course carrying credit only for seniors who are obtaining a teaching certificate.

COMPARATIVE LITERATURE

Professor Monroe; Professor Weiant; Associate Professor Chalmers; Assistant Professor Hadley

CONCENTRATION: Comparative Literature 201, 202, 401, 402, and 18 semester hours of comparative literature courses numbered 300 and above, as approved by the major advisor. Six of the 18 semester hours may be chosen from English or American literature courses numbered 300 or above.

201, 202. WORLD LITERATURE. (3, 3)

A critical evaluation through reading in translation, lectures, and class discussion of selected masterpieces from the Old Testament to the present.

203. CLASSICAL MYTHOLOGY. (3)

An introduction of the classical myths, their origins and interpretation, and their influence on art and literature.

301. TRAGEDY. (3)

A critical study of tragedy from Aeschylus to the present.

302. COMEDY. (3)

A critical study of comedy from Aristophanes to the present.

303. EPIC. (3)

A critical study of the epic from the *Iliad* to the present.

304. GREEK DRAMATIC LITERATURE. (3)

The origin and growth of the Greek theatre and drama. Reading and discussion of the plays; lectures and discussion on the religious and social ideas of the fifth century B.C.

305. LITERATURE OF THE RENAISSANCE AND BAROQUE PERIODS. (3)

A study, through reading and discussion, of the relationships of form and idea among some of the great literary works of Italy, England, France, and Spain during the period from about 1350 to 1650.

306. LITERATURE OF THE NEO-CLASSIC AND PRE-ROMANTIC PERIOD. (3)

A study, through reading and discussion, of the relationships of form and idea among neo-classic and eighteenth century pre-romantic writers.

307. LITERATURE OF THE ROMANTIC PERIOD. (3)

A study of the relationships of form and idea among selected works of German, French, and American writers of the nineteenth century.

308. MODERN CONTINENTAL FICTION. (3)

Reading and discussion of representative writers of the novel and short story from the nineteenth century to the present.

309. MODERN DRAMA. (3)

Reading and discussion of representative European and American plays from the time of Ibsen to the present.

310. LITERARY CRITICISM. (3)

Reading from representative critics, from Aristotle to the present. Lectures and discussion on literary types and the search for a critical theory.

401, 402. SEMINAR IN WORLD LITERATURE. (3, 3)

A study of the ideas and philosophies found in the great books of the world.

Prerequisite: Senior standing and consent of instructor.

ECONOMICS

Associate Professor Drewry; Visiting Assistant Professor Brewer

CONCENTRATION: Economics 203, 204, 401, 402, 412, and 15 semester hours of courses in economics or related subjects as approved by the major advisor. Approval will ordinarily be extended to certain courses in mathematics, history and political science, and geography; but no more than six semester hours from any one of these fields will usually be credited to the major program.

203. PRINCIPLES OF ECONOMICS. (3)

An introductory study of the principles governing the system of private enterprise, showing the characteristics of the system, the organization of production and exchange, and the role of prices.

204. FUNDAMENTAL ECONOMIC PROBLEMS. (3)

A continuation of Economics 203, examining problems in political economy and applying to them the principles developed in the previous course.

Prerequisite: Economics 203.

301. MONEY AND BANKING. (3)

A study of money, credit, and banking; financial organization and operations.

302. INTERNATIONAL TRADE AND FINANCE. (3)

A study of the theoretical and practical aspects of foreign trade and finance.

305. PERSONAL AND FAMILY ECONOMICS. (3)

A study of management of personal and family occupational and financial affairs.

Open to all students above sophomore level.

401. ECONOMIC THEORY. (3)

An intermediate examination of the theory of price and income distribution.

Prerequisites: Economics 203 and 204 or equivalent.

402. SEMINAR ON ECONOMIC PROBLEMS. (3)

This seminar will deal with various topics depending upon the interests of the students and instructor.

Open to economics majors and others with permission of the instructor.

412. HISTORY OF ECONOMIC THOUGHT. (3)

A study of the evolution of economic doctrines, relevant circumstances, and significant contributors

OFFERED ONLY IN THE EVENING COLLEGE

207, 208. INTRODUCTORY ACCOUNTING. (3, 3)

Study of fundamental principles of accounting and preparation of financial statements; consideration of basic principles applied to partnerships, corporations, manufacturing and trading enterprises.

Prerequisite for the second semester: Economics 207 or its equivalent.

303, 304. INTERMEDIATE ACCOUNTING. (3, 3)

Accounting procedures with analysis of problems of valuation relating to financial statements.

407, 408. ADVANCED ACCOUNTING. (3, 3)

Advanced treatment of partnerships and corporations, specialized statements, statement of affairs, realization and liquidation, estates and trusts, parent and subsidiary accounting, and consolidated statements.

450. MANAGEMENT DEVELOPMENT. (3)

This course deals with specific current industrial problems in the field of administration, marketing, production control, finance, personnel, labor relations, etc. Problems are selected from case studies.

Prerequisite: Economics 203, 204.

EDUCATION

Professor Brown; Associate Professor Black

302. EDUCATIONAL PSYCHOLOGY. (3)

A study of those psychological principles of particular importance in educational practices.

Prerequisite: Psychology 201.

304. HOME ECONOMICS EDUCATION. (3)

The history and development of home economics programs, a study of objectives, content, methods of instruction, and resource materials as applied to secondary schools.

1960-1961

305. CHILDREN'S LITERATURE. (3)

Course activities include: surveying the reading interests of children from two to 14; finding ways of bringing children and good books happily together; learning the uses to which children put their reading.

*312. METHODS IN ART EDUCATION. (3)

A study of the creative growth of children, and the development of creative activities in the field of art for elementary school children.

321-322. METHODS FOR PUBLIC SCHOOL MUSIC TEACHERS. (3-3)

Techniques involved in teaching children music. A study of aspects of the music curriculum in elementary and secondary schools.

*Beginning in 1961-62 this course will be numbered 212.

332. PRINCIPLES OF ELEMENTARY EDUCATION. (3)

A course designed for students beginning work in elementary education. Emphasis is placed on purposes, organization, and administration of the elementary school.

341. PHILOSOPHY OF EDUCATION. (3)

A course to assist students in developing and clarifying their philosophy of education. Course activities include the study of patterns of thought concerning educational aims and values, and an analysis of some current issues and problems in American education.

342. PRINCIPLES OF SECONDARY EDUCATION. (3)

A study of principles of secondary education; an analysis of curriculum patterns, school organization, and methods of instruction in terms of principles of secondary education.

407. METHODS OF TEACHING IN THE GRAMMAR GRADES. (6)

A study of aims, methods, and materials of instruction in the grammar grades.

409. METHODS OF TEACHING IN THE PRIMARY GRADES. (6)

Aims, methods, and materials of instruction in the primary grades.

411. PRINCIPLES, PRACTICES, AND PROCEDURES IN HEALTH EDUCATION FOR THE ELEMENTARY GRADES. (3)

A study of those factors involved in organizing and administering a good health program in the elementary schools.
1960-1961

412. PRINCIPLES, PRACTICES, AND PROCEDURES IN PHYSICAL EDUCATION FOR THE ELEMENTARY GRADES. (3)

Activities of the course include defining principles of physical education, practice in applying principles to the work of the elementary school teacher, and consideration of the integration of physical education into the entire program of the elementary school.

442. DIRECTED TEACHING AND METHODS IN SECONDARY SCHOOLS. (8)

Course activities include an eight week period of observation and student teaching in selected secondary schools and weekly class meetings for the study of methods of instruction and resource materials in the teaching fields. Admission to the course is by recommendation of the Director of Student Teaching and the major professor.

Additional fee for student teaching: $40.00.

444. OBSERVATION AND PRACTICE TEACHING IN THE ELEMENTARY GRADES (6)

An eight week period of observation and student teaching in selected elementary schools. Admission to the course is by recommendation of the Director of Student Teaching.

Additional fee for student teaching: $40.00.

450. Individual Studies in Education. (3)

A course for experienced classroom teachers interested in intensive study of a professional problem. Programs of study to satisfy individual student's interests and needs are planned by the student with the help of the instructor. Seminars and conferences with the instructor provide the student opportunities to secure professional advice. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Admission only upon permission of the instructor.

Prerequisite: Classroom teaching experience.

ENGLISH

Professor Monroe; Associate Professor Albright; Associate Professor Chalmers; Visiting Associate Professor Cumming; Assistant Professor Miscally; Miss Calhoun.

Concentration: English 101-102, 201-202, and at least 18 semester hours from English courses numbered 300 and above (excluding 305 and 306) as approved by the major advisor. Six of the 18 semester hours of advanced work may be chosen from the following Comparative Literature courses: 304, 309, 401, and 402.

101-102. English Writing and Reading. (3-3)

A course designed to help students learn to write clearly, effectively, and convincingly and to read with comprehension and appreciation.

201-202. Masters of English Literature. (3-3)

A study of representative works of the recognized masters of English poetry and prose.

Prerequisite: English 101-102, or equivalent.

301-302. American Literature. (3-3)

A study of American literary production as a part of the developing American mind; reading of the major writers to trace the development of an American literature from the beginnings to the present day.

304. Chaucer. (3)

Selections from *The Canterbury Tales, Troilus and Criseyde,* and the shorter poems, with close attention to the social and historical background of the period.

305. An Introduction to Journalistic Writing. (3)

A study of newspaper methods and the techniques of news writing. Practical experience in reporting.

306. News Writing and Editing. (3)

A continuation of English 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up.

Prerequisite: English 305.

307. ADVANCED COMPOSITION. (3)

An intensive study of the principles of writing with special attention to the different types of composition, correct and effective style, and grammar.

308. CREATIVE WRITING. (3)

A study of contemporary writing, its types, methods, and style. Frequent papers are required to give students practice in the composition of fiction, drama, verse, and critical reviews.

401-402. SHAKESPEARE. (3-3)

A chronological study of most of Shakespeare's works, with emphasis upon his development as a dramatist.

403, 404. THE ENGLISH NOVEL. (3, 3)

A study of representative English novels from Defoe to the present day.
1961-1962

405, 406. SEVENTEENTH CENTURY POETRY. (3, 3)

A study of English poetry of the seventeenth century, supported by exploratory readings and discussions of the history and principal prose works of the period. Emphasis is placed on Milton in the first, and Donne in the second semester. The first semester is prerequisite to the second.

412. CONTEMPORARY POETRY. (3)

Extensive reading of British and American verse since 1900 with a study of new movements and leaders.

413. THE EIGHTEENTH CENTURY. (3)

A study of some of the most effective of the satiric works of the age, with an attempt to arrive at a fuller understanding of this rather special kind of imaginative comment. Emphasis on Swift, Pope, Fielding, and some of the dramatists.

417, 418. THE NINETEENTH CENTURY. (3, 3)

A study of Romanticism and Victorianism as they are expressed in the works of the major poets of the century. Emphasis is placed on Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats in the first semester, and on Tennyson, Browning, and Arnold in the second semester.

FOREIGN LANGUAGES AND LITERATURES

FRENCH

Assistant Professor Richardson

CONCENTRATION: Thirty semester hours, of which at least 18 semester hours are from French courses numbered 300 and above as approved by the major advisor. Admission of a student to any course numbered above 200 must be approved by the head of the department.

101-102. ELEMENTARY FRENCH. (3-3)

Pronunciation, elements of grammar, readings, composition, and oral practice. Instruction periods divided between classroom and language laboratory sessions.

5 hours a week.

201-202. INTERMEDIATE FRENCH. (3-3)

Review of grammar in oral work and composition. Readings selected from French authors. Language laboratory facilities available for students.

221-222. INTRODUCTION TO FRENCH LITERATURE. (3-3)

Survey of French literature including readings from various periods and representative authors. Grammar review with oral and written work. Language laboratory facilities available for students.

321, 322. FRENCH CONVERSATION. (3, 3)

Designed for those who desire to improve their oral ability in the language, and for majors planning to teach. Language laboratory facilities available for students.

Prerequisite: French 321 is prerequisite to French 322.

331. FRENCH PROSE OF THE EIGHTEENTH, NINETEENTH, AND TWENTIETH CENTURIES. (3)

A study of the principal prose writers of the period with emphasis on the novel and the short story.

1961-1962

332. FRENCH DRAMA AND POETRY OF THE EIGHTEENTH, NINETEENTH, AND TWENTIETH CENTURIES. (3)

A study of the principal writers of the period with emphasis on the Romantic and Symbolist poets and the drama after 1850.

1961-1962

441, 442. FRENCH LITERATURE OF THE MEDIEVAL PERIOD, THE RENAISSANCE, AND THE SEVENTEETH CENTURY. (3, 3)

A study of the principal authors of the period and the development of the literature of the period.

1960-1961

451. ADVANCED GRAMMAR AND COMPOSITION. (3)

Designed for majors who intend to teach; open to others with sufficient preparation.

1961-1962

452. DIRECTED READINGS IN FRENCH LITERATURE. (3)

The student will do intensive work in one field. Designed for majors; open to others with sufficient preparation.

1961-1962

GERMAN

Professor Weiant

101-102. ELEMENTARY GERMAN. (3-3)

Pronunciation, elements of grammar, reading, composition, and oral practice. Instruction periods divided between classroom and language laboratory sessions.

Five hours a week.

201-202. INTERMEDIATE GERMAN. (3-3)

General orientation in German culture with readings in German literature. Review of grammar in connection with oral and written work. Much of class work conducted in German. Language laboratory facilities available to individual students.

Prerequisite: German 101-102 or equivalent.

301-302. INTRODUCTION TO GERMAN LITERATURE. (3-3)

Readings from important works in German literature with oral and written class work conducted in German.

Prerequisite: German 201-202 or equivalent.
1961-1962

RUSSIAN

Professor Weiant

101-102. ELEMENTARY RUSSIAN. (3-3)

Pronunciation, elements of grammar, reading, composition, and oral practice. Instruction periods divided between classroom and language laboratory sessions.

Five hours a week.

201-202. INTERMEDIATE RUSSIAN. (3-3)

General orientation in Russian culture with readings in Russian literature. Review of grammar in connection with written and oral work. Much of class work conducted in Russian. Language laboratory facilities available to individual students.

Prerequisite: Russian 101-102 or equivalent.

SPANISH

Assistant Professor Tomlinson

CONCENTRATION: Thirty semester hours of which at least 18 semester hours are from Spanish courses numbered 300 and above as approved by the major advisor. Admission of a student to any course numbered above 200 must be approved by the head of the department.

101-102. ELEMENTARY SPANISH. (3-3)

Pronunciation, elements of grammar, readings, composition, and oral practice. Instruction periods divided between classroom and language laboratory sessions.

5 hours a week.

201-202. INTERMEDIATE SPANISH. (3-3)

Review of grammar in oral work and composition. Readings selected from Spanish or Spanish American authors. Language laboratory facilities available for students.

221-222. INTRODUCTION TO SPANISH LITERATURE. (3-3)

Survey of Spanish and Spanish American literature including readings from various periods and representative authors. Grammar review with oral and written work. Language laboratory facilities available for students.

311. READINGS FROM THE NINETEENTH CENTURY. (3)

Readings selected from the romantic and modern drama and the regional novel.
1961-1962

312. MODERN SPANISH NOVEL. (3)

Readings selected from Galdos, Baroja, Blasco-Ibanez, Perez de Ayala, and others.
1961-1962

321, 322. SPANISH CONVERSATION. (3, 3)

Designed for those who desire to improve their oral ability in the language, and for majors planning to teach. Language laboratory facilities available for students.
Prerequisite: Spanish 321.

421, 422. GOLDEN AGE LITERATURE. (3, 3)

Readings selected from Cervantes, Lope de Vega, Calderon, etc. and dealing with the novel and drama of the Golden Age.

431. READINGS IN SPANISH AMERICAN LITERATURE. (3)

A study of the chief literary movements in Spanish American countries before Modernism.
1961-1962

432. READINGS IN SPANISH AMERICAN LITERATURE. (3)

A study of the chief literary movements of the twentieth century.
1961-1962

GEOGRAPHY

Visiting Lecturer Hall

*301. PRINCIPLES OF GEOGRAPHY. (3)

This course deals with geographic factors that relate human adjustment to natural environment.

*302. ECONOMIC AND REGIONAL GEOGRAPHY. (3)

This course is concerned with the distribution of the world's basic resources, their utilization and their influence upon the mode of life of peoples of different regions.

NOTE: When students intend to take both courses 301 and 302, they are strongly advised to take 301 first.

*Beginning with 1961-62 these courses will be numbered 201 and 202.

HISTORY AND POLITICAL SCIENCE

Professor Preyer; Professor Salley; Miss Adams

CONCENTRATION: History 101-102, 203, 204 and at least 18 semester hours in history courses numbered 300 and above. Six of the 18 semester hours of advanced work may be chosen from political science courses numbered 300 and above.

101-102. HISTORY OF CIVILIZATION. (3-3)

The chief purpose of this course is to provide students with the historical background for a comprehensive view of their own social order.

203. THE UNITED STATES TO 1865. (3)

The establishment of a nation, the growth of democracy, the development of the economy, expansion, and the sectional controversy.

204. THE UNITED STATES SINCE 1865. (3)

Reconstruction; the nationalizing of business; the end of the frontier; problems of peace, war, and domestic revolution.

301. AMERICAN GOVERNMENT. (3)

A study of the structure, functions, and political processes of government on the local, state, and national levels.

302. PROBLEMS IN ENGLISH HISTORY. (3)

The English Reformation, constitutional developments, overseas expansion, and the decline of power in the twentieth century.

Prerequisite: History 101-102.

304. HISTORY OF THE FAR EAST. (3)

A study of the civilizations of the oriental peoples, the importance of the Far East in the modern world, and the relationships between the oriental nations and the Western World.

Prerequisite: History 101-102.

306. MEDIEVAL HISTORY. (3)

The political confusion after the destruction of the Roman Empire, feudalism, the church, the onslaught of Islam, and social and economic institutions to the Renaissance.

Prerequisite: History 101-102.

307. LATIN AMERICAN HISTORY. (3)

A study of the historical background of Latin American institutions with emphasis upon twentieth century developments.

Prerequisite: History 101-102.

1960-1961

317. History of Russia. (3)

The background to Czarist Russia, the emergence of Russia as a world power, the Revolution, and the expansion of Communism.

Prerequisite: History 101-102.

401. Comparative Government. (3)

A comparative study of the structure and political problems of present-day European governments.

402. International Relations. (3)

Development of the modern state, sovereignty, imperialism, cause of war, internationalism, and problems of world peace.

403. Europe since the First World War. (3)

The Treaty of Versailles, Europe in revolution, the Second World War and its aftermath.

Prerequisite: History 101-102.

405. History of the South. (3)

Ante-bellum society, nationalism and civil war, reconstruction and the New South.

Prerequisite: History 203-204.

406. The United States in the Twentieth Century. (3)

The Twenties, depression and recovery, the problems of domestic and international responsibility in contemporary American society.

Prerequisite: History 203, 204.

407. The Renaissance and Reformation. (3)

A study of the political, religious, economic, and cultural developments in Europe from the 14th to the 17th centuries.

Prerequisite: History 101-102.

490. History Seminar. (3)

Readings, reports, and discussions on selected historical problems with emphasis on source material and its evaluation, and on research techniques. Open to juniors and seniors with permission of the instructor.

HOME ECONOMICS

Assistant Professor Dunlap; Assistant Professor Irons

Concentration: Home Economics 103, 104, 205, 206, and at least 18 semester hours selected from home economics courses numbered 300 and above, as approved by the major advisor.

103. Elementary Foods. (3)

Study and application of the scientific principles and techniques underlying the selection and preparation of basic foods.

Two hours lecture, four hours laboratory a week.

104. CLOTHING SELECTION AND CONSTRUCTION. (3)

A study of the selection of clothing according to individual characteristics and needs. The fundamental principles of clothing construction and the use of the commercial pattern.

Two hours lecture, four hours laboratory a week.

205. MEAL PLANNING AND TABLE SERVICE. (3)

The study and application of the principles relating to selection, purchase, preparation, and service of food to meet the dietary needs of a family group.

Two hours lecture, three hours laboratory a week.

206. CLOTHING MANAGEMENT AND CONSTRUCTION. (3)

A study of budgeting, wardrobe planning, and comparison of self-made and ready-made garments. Clothing construction and renovation.

Two hours lecture, three hours laboratory a week.

303. TEXTILES. (3)

The study of textile fabrics, fibers, yarns, weaves, and plastics. The construction of finishes, the care of fabrics, and the serviceability and quality of textiles for personal and household use.

304. TAILORING. (3)

A study of the problems in tailoring and construction of tailored garments.

Two hours lecture, three hours laboratory a week.

308. CHILD DEVELOPMENT. (3)

Study and application of the physical, emotional, and social development of the young child as he takes his place in the home and society. Directed nursery school observation of free play, routine, and discipline.

Two hours lecture, two hours observation a week.

313. NUTRITION. (3)

A study of the nutritive requirements of the body, the planning of adequate dietaries for the individual, diet as related to the prevention of non-clinical diseases.

336. FOOD, NUTRITION, AND HOME MANAGEMENT. (3)

Experience in planning, marketing, preparing, and serving nutritionally adequate meals for families of varying incomes; problems in management of time, energy, and equipment in the efficient operation of a home. A minimum of three weeks' residence in the home management house is required before credit is received for the course.

Two hours lecture, three hours laboratory a week. Laboratory fee, resident students, $15.00; non-resident students, $55.00. Closed to majors.

337. CLOTHING AND SHELTER. (3)

A study of clothing, the home, and home furnishing from the consumer point of view. Basic principles in construction of clothing and home decorating.

Two hours lecture, three hours laboratory a week. Closed to majors.

401. HOME PLANNING AND FURNISHING. (3)

Home planning with emphasis on the modern home. A study of the principles involved in the selection of material and furniture for the home in relation to family needs and income. Construction of slipcovers, draperies, and other furnishings.

Two hours lecture, three hours laboratory a week.

403. CLOTHING: DESIGN AND CONSTRUCTION. (3)

A study of specific problems in the design and construction of clothing, and the principles in draping and cutting fabrics in construction of original costumes.

Two hours lecture, three hours laboratory a week.

409. ADVANCED FOODS AND NUTRITION. (3)

A study of problems in advanced foods and nutrition.

Two hours lecture, three hours laboratory a week.

420. HOME MANAGEMENT. (3)

A study of special problems dealing with the development of an appreciation for and skill required in the efficient organization and operation of a well managed home. Residence of at least six weeks in the home management house where activities of the average home and standards of successful family living are developed.

Prerequisites: Home Economics 103, 205, 313. Open only to senior majors.

Three hours lecture per week. Laboratory fee, $90.00 for a non-resident student; no additional charge to a resident student.

MATHEMATICS

Professor Hoyle; Associate Professor Jenkins

CONCENTRATION: Mathematics 101, 102, 201, 202, 301, and 15 semester hours from mathematics courses numbered 300 and above as approved by the major advisor.

101. COLLEGE ALGEBRA. (3)

A review of elementary algebra, followed by a study of the usual topics of college algebra.

102. PLANE TRIGONOMETRY. (3)

A presentation of trigonometric functions and identities together with the solution of right and oblique triangles and their applications.

103. MATHEMATICS OF FINANCE. (3)

A study of mathematical principles in modern business.

201. PLANE ANALYTIC GEOMETRY. (3)

A co-ordinate presentation of loci including the straight line, circle, parabola, ellipse, and hyperbola.

202. CALCULUS I. (3)

Differentiation and integration of algebraic functions with applications.

301. CALCULUS II. (3)

Differentiation and integration of algebraic and transcendental functions with applications.

302. PLANE AND SOLID ANALYTICAL GEOMETRY. (3)

A continuation of Mathematics 201, followed by a presentation of curves and surfaces in space.

1959-1960

303. ADVANCED COLLEGE ALGEBRA. (3)

A second course in college algebra including such topics as complex numbers, determinants, theory of equations, permutations and combinations, probability, mathematical induction, scales of notation, undetermined coefficients, series, partial fractions, indeterminate equations, and theory of numbers.

1959-1960

304. COLLEGE GEOMETRY. (3)

A study of plane and solid demonstrative geometry. This course is designed especially for prospective teachers.

1960-1961

306. STATISTICAL METHODS. (3)

An elementary study of the statistical methods as applied to business and social sciences.

401. THEORY OF EQUATIONS. (3)

A study of the more important topics in the general theory of equations and determinants.

1960-1961

402. DIFFERENTIAL EQUATIONS. (3)

A presentation of the principal methods of solving ordinary and partial differential equations.

1960-1961

403. HISTORY OF MATHEMATICS. (3)

A study of the development of mathematics and of the contributions of great mathematicians.

Open to mathematics majors by permission of the instructor.

Offered when there is sufficient demand.

404. CALCULUS III. (3)

A continuation of Mathematics 202 and 301 including multiple integrals, series, expansion of functions, hyperbolic functions, and partial differentiation with applications.

405. STATISTICAL INFERENCE. (3)

A study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design.

Prerequisite: Mathematics 306 or its equivalent. Open to majors and to non-majors by permission of the instructor.

Offered when there is sufficient demand.

450. MATHEMATICS SEMINAR. (3)

A seminar course in advanced phases of mathematics.

Credit, three semester hours, either semester.

Open to senior mathematics majors with permission of the instructor.

Offered when there is sufficient demand.

MUSIC

Professor Stegner; Professor Holliday; Associate Professor Morrison; Associate Professor Snyder; Associate Professor May; Assistant Professor Eagle; Assistant Professor Johnson; Mrs. Coker; Miss Gaston; Miss Cooper

CONCENTRATION IN MUSIC UNDER BACHELOR OF ARTS DEGREE: Forty semester hours in music including Music 101-102, 111-112, 205, four years of ensemble work, * and at least one semester hour of private training in applied music for four semesters. At least 18 of the 40 hours shall be in courses numbered 300 and above.

The following courses are suggested for particular emphasis in the following fields:

1. SACRED MUSIC: Music 306, 307, 315, 316, 317, 415, and three additional hours in applied music.
2. APPLIED MUSIC: Music 306, 308, and nine additional hours in applied music.
3. HISTORY AND LITERATURE: Music 306, 307, 308, 310, 407, and three additional hours in applied music.
4. THEORY: Music 306, 310, 408, 409, and three additional hours in applied music.
5. PUBLIC SCHOOL MUSIC: Music 307, 308, 415, 416, and nine additional hours in applied music. (Education 321-322 would be considered necessary, even though not included in the 40 hour concentration. Other professional and music requirements should be discussed with the advisor.)

THE BACHELOR OF MUSIC DEGREE: Fifty-three semester hours of basic requirements and the eight activity hours as outlined under the bachelor of arts degree, Music 101-102, 111-112, 205, 206, four years of ensemble work and the following:

1. IN APPLIED MUSIC: Sixteen hours in a chosen instrument (piano, organ, strings, or voice), Music 400, two to four hours in another instrument, nine to 15 additional hours in history and literature, and nine to 15 additional hours in theory.
2. IN GENERAL MUSIC EDUCATION: Education 302, 321-322, 341, 342, 442, Psychology 307, six hours in piano, six hours in voice**, six to seven additional hours of applied music, six to 12 additional hours of theory, and three additional hours of history and literature.
3. IN INSTRUMENTAL MUSIC EDUCATION: Education 302, 321-322, 341, 342, 442, Psychology 307, 21 hours of applied music (six to 12 hours in a major instrument and nine to 15 hours in two minor instruments), and six to 12 additional hours of theory.

100. INTRODUCTION TO MUSIC. (3)

A course designed to equip the student for intelligent music listening.

Closed to music majors; elective for all other students.

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*Activity Hour credit is received for the freshman and sophomore years. If desired, semester hours may be received for the junior and senior years only after completion of the freshman and sophomore years in any ensemble. Semester hours gained may not be counted towards the 40 hour music concentration or the 120 hours required for graduation.

** Choir may be substituted for three of these six hours in voice if taken for at least three semesters within the ensemble requirements listed above. Chorus may be substituted for two of these six hours in voice if taken for at least three semesters within the ensemble requirements listed above.

101-102. THEORY OF MUSIC. (3-3)

Introduction to the elements of music; exercises in sight-singing, rhythmic, harmonic, and melodic dictation; written and keyboard harmony.

Five hours a week.

111-112. INTRODUCTION TO THE HISTORY AND LITERATURE OF MUSIC. (3-3)

A basic course emphasizing the broad aspects of music in western civilization from approximately 500 B.C. to the present.

203-204. MUSIC IN WESTERN CULTURE. (3-3)

The course will examine the role played by music in Western culture from the beginning of the Christian Era to the present.

Closed to music majors; elective for all other students.

1961-1962

205, 206. ADVANCED THEORY OF MUSIC. (3, 3)

Melodic, rhythmic, and harmonic dictation; sight-singing in the various clefs; written and keyboard harmony.

Five hours a week.

306. COUNTERPOINT. (3)

A study of polyphonic composition of both the sixteenth and eighteenth centuries beginning with creative writing in the church modes and continuing with inventions, canons, and finally the writing of a four voice fugue.

307. MUSIC LITERATURE FROM 1450 TO 1750. (3)

A study of the choral and instrumental literature of the Ars Nova to the Monodic Revolution, followed by a study of the rise of opera, oratorio, orchestral and keyboard music, etc., during the Baroque Era.

308. MUSIC LITERATURE FROM 1750 TO 1900. (3)

A study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven. That study will be followed by the examination of the progression of the romantic element in the music of the nineteenth century.

310. FORM AND ANALYSIS. (3)

A study of basic musical forms through stylistic and critical analysis of various musical compositions.

315. MUSIC LITERATURE FOR THE CONGREGATION AND THE CHOIR. (3)

A course designed to introduce the student to the best choral music available for use in the church service. The emphasis will be directed toward preparing those who expect to be engaged in any phase of church work to be of help in charting a strong music program for both the congregation and the choir.

Open to all students.

316. CHRISTIAN LITURGIES AND THEIR MUSIC. (3)

A course to acquaint the student with the liturgical heritage of the Christian church. Attention will be given to the historical development of liturgical practices and music in their relation to Protestant worship and usage.

Open to all students.

317. THE ORGAN IN THE CHURCH SERVICE. (3)

A comprehensive study of playing the organ for the various services of the church with instruction in hymn playing, anthem playing, modulation, improvisation, and appropriate service music to be used during the church year.

Open to all students.

*330. MUSIC METHODS FOR ELEMENTARY TEACHERS. (3)

A study of theory, ear training, sight-singing, and methods of teaching music in elementary schools. Designed for students desiring the elementary teacher certificate.

Closed to music majors; elective for all other students.

400. SENIOR RECITAL. (1)

The preparation and performance of a full, public solo recital in the major instrument.

407. MUSIC LITERATURE OF THE TWENTIETH CENTURY. (3)

Analysis of twentieth century composing techniques as found in the compositions of Schoenberg, Hindemith, Stravinsky, etc.

408. COMPOSITION. (3)

Creative expression in the smaller forms.

409. ORCHESTRATION. (3)

A study of modern orchestral instruments, with practice in instrumental scoring.

411. PIANO PEDAGOGY. (3)

Analysis of fundamental requirements and examination of available material for students in all age groups from pre-school through college. Discussions of such problems as common deficiencies, practicing, recitals, studio management, interpretation, style, and memorizing.

415. CHORAL CONDUCTING. (3)

A discipline of basic conducting techniques applied to the specific task of producing music with a choir.

416. INSTRUMENTAL CONDUCTING. (3)

A course in orchestral conducting technique and score reading.

151, 152; 251, 252; 351, 352; 451, 452. APPLIED MUSIC FOR NON-MUSIC MAJORS. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least five hours practice each week is required. Additional fee $75.00.

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*Beginning in 1961-62 this course will be numbered 230.

153, 154; 253, 254; 353, 354; 453, 454. APPLIED MUSIC FOR NON-MUSIC MAJORS. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least nine hours practice each week is required. Additional fee $125.00.

161, 162; 261, 262; 361, 362; 461, 462. APPLIED MUSIC FOR MUSIC MAJORS. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least six hours practice each week is required. Additional fee $75.00.

163, 164; 263, 264; 363, 364; 463, 464. APPLIED MUSIC FOR MUSIC MAJORS. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least twelve hours practice each week is required. Additional fee $125.00.

CHOIR. (1 A.H. or 1 S.H.)*

Admission by audition only. Repertoire includes a cappella works from the fifteenth century through the contemporary period.

INSTRUMENTAL ENSEMBLE. (1 A.H. or 1 S.H.)*

Work in chamber groups: accompanying, sonatas, trios, quartets and/or small orchestra.

MADRIGAL GROUP. (1 A.H. or 1 S.H.)*

Admission by audition only. This small vocal ensemble specializes in chamber music.

CHORUS. (1 A.H.)

This choral organization is for singers of average ability who wish to experience the pleasure of group participation.

OPERA WORKSHOP. (1 A.H.)

The study of staging, production problems, and background and content of operas. Some students will also have coaching in the singing of certain operatic ensembles and some bit parts.

PIANO CLASS. (1 A.H.)

Two hour-sessions per week in which classes of several students each are instructed in the beginning phases of piano playing. Elective for students with no previous training.

STRING CLASS. (1 A.H.)

Two hour-sessions per week in which classes of several students each are instructed in the beginning phases of string playing.

*Activity Hour credit is received for the freshman and sophomore years. If desired, semester hours may be received for the junior and senior years only after completion of the freshman and sophomore years in any ensemble. Semester hours gained may not be counted towards the 40 hour music concentration or the 120 hours required for graduation.

NURSING EDUCATION

Miss White

401. WARD TEACHING AND SUPERVISION. (3 or 6)

A study of the theory and practice of ward teaching and supervision as applied to situations within a nursing school. Students may enroll for theory without the practice.

Three hours lecture, nine hours laboratory a week. Three semester hours credit for lectures without laboratory.

PHILOSOPHY

Associate Professor Beidler

CONCENTRATION: Philosophy 101, 203 or 204, 301, 302, 303, and nine hours from other philosophy courses. In addition six hours of pertinent course work from other departments is to be chosen by the student in consultation with the major advisor.

101. REFLECTIVE THINKING. (3)

An elementary consideration of the processes of thought organized around the elementary foundations of logic, a study of types and uses of language, and theories of communication. This course is designed to help beginning students acquire more adequate methods of study and creative thinking. This will include critical approaches to reading, an elementary study of the scientific method, and an exploration of the creative process.

203. WORLD VIEWS AND IDEALS. (3)

A consideration of the basic questions of life—What is man? What is reality? Have the universe and man a purpose or are they a machine? These questions and others are oriented towards helping the student find a satisfactory "philosophy of life." The emphasis in this course is upon ethics.

204. AN INQUIRY INTO RELIGIOUS BELIEF. (3)

A constructive and sympathetic investigation into the bases for the major religious issues. It is the intent of this course to provide a carefully reasoned understanding of such basic religious beliefs as the nature of man, good and evil, free will and determinism, immortality, the nature of God and the world. In this study the student is introduced to philosophy through religion.

301, 302. THE DEVELOPMENT OF WESTERN IDEAS. (3, 3)

The problems of philosophy treated historically with individual treatment of some of the great philosophers who have influenced the course of Western thought. The first part of the course treats the history of ideas from their beginnings in the Pre-Socratics and carries their development up to the late medieval movements towards humanism. The second part begins with the philosophy of Abelard and includes the changes that have shaped the modern cultures up to German Idealism and the First World War.

303. THE DEVELOPMENT OF ASIAN IDEAS. (3)

A survey of Asian culture and the systems of thought that have had lasting impression on the Orient with intensive study of some aspects. Major emphasis will be put on the development of the Hindu religion and philosophy and its legacy to Buddhism. Some tracing of Buddhist growth throughout Asia will be made. Taoism and Confucianism will be considered as they both relate to the development of Chinese and Japanese thought.

403 a, b, c, d, e. SPECIAL STUDIES IN PHILOSOPHY. (3)

A one semester study of a topic of special interest in philosophy, treated as readings and/or seminar. Following are some of the topics which night be of particular interest, others by arrangement with the instructor. This course may be repeated for credit provided that different topics are chosen each time.

a. Symbolic Logic
b. Ethics
c. Contemporary Philosophy
d. American Philosophy
e. Studies in the Upanishads and Bhagavad Gita

Education 341, Literature 401, 402, Mathematics 304, Psychology 401, Religion 304, and Sociology 403 may be credited towards the major in philosophy.

PHYSICAL EDUCATION

Mrs. Magher; Mrs. McDonald

The department offers the following for one activity hour credit each:

UNDERSTANDING SPORTS

A combination lecture and field trip course planned to help the student understand not only the basic fundamentals of sports but also something of the technical and scientific aspects of games.

THE DANCE

Folk
Modern
Social
Square

GOLF

Beginning

HORSEBACK RIDING

TENNIS

Beginning
Intermediate

SWIMMING

Beginning
Intermediate
Advanced
Synchronized
Senior Life Saving
Water Safety Instructors

The last two courses are open only to students who can present the requisite skill in swimming.

PHYSICS

Professor Hoyle

101-102. GENERAL PHYSICS. (4-4)

A beginning course in physics covering the fundamental principles of mechanics, heat, magnetism, electricity, sound, and light; applications and illustrations of these general principles.

Prerequisite: Elementary algebra and plane geometry.

Three hours lecture, three hours laboratory a week.

PSYCHOLOGY

Associate Professor Babb; Associate Professor Hayes

CONCENTRATION: Psychology 201, 202, 305-306, 401, and at least 15 hours in courses numbered 300 and above, as approved by the major advisor. The following courses are recommended in addition to the major requirements:

Biology 101-102, 402.

PREREQUISITES: At least three semester hours on the 200 level must be presented as prerequisite to any course in the department numbered 202 or above. At least six semester hours on the 200 level or above must be presented for admission to any of the following courses: 303, 304, 305-306. Admission to courses numbered 400 and above is with the permission of the instructor.

201. GENERAL PSYCHOLOGY. (3)

A survey of the general field of psychology with emphasis on the methods and results of scientific investigation of human behavior.

Three hours lecture, one hour laboratory a week.

202. PROBLEMS IN PSYCHOLOGY. (3)

A study of experimental findings and techniques as related to the practical application of psychological principles. Problems of personal adjustment and various life activities are considered.

302. APPLIED PSYCHOLOGY. (3)

A survey of the principles of psychology which are applicable to the problems of business, industry, and the professions.

(Offered only in the Evening College.)

303. SOCIAL PSYCHOLOGY. (3)

A psychological approach to the processes of social interaction; group processes; consideration of the measurement of social attitudes and public opinion.

304. ABNORMAL PSYCHOLOGY. (3)

A study of the pathological development of feelings and behavior in neurotic, psychotic, and feeble-minded individuals. Prominent methods of definition, description, and treatment are studied.

305-306. STATISTICAL AND EXPERIMENTAL METHODS IN PSYCHOLOGY. (3-3)

Laboratory techniques applied to selected problems of general psychology. Special attention the first semester to statistical methods, the second semester to experimental controls in typical investigations.

Two hours lecture, three hours laboratory a week.

307. DEVELOPMENTAL PSYCHOLOGY. (3)

A genetic approach to the study of childhood and adolescence. Problems pertaining to child care and training are considered.

311. PSYCHOLOGICAL TESTS. (3)

An introductory study of the major types of psychological tests and the principles of test evaluation.

Prerequisite: Psychology 305.

401. SYSTEMS OF PSYCHOLOGY. (3)

A study of the philosophical background of psychology, the emergence of psychology as a natural science, and the formulation of modern types of approach. Emphasis is placed on current systems of psychology.

402. THEORY OF PERSONALITY. (3)

A critical study of theories of personality and related research.

1961-1962

406. ADVANCED GENERAL PSYCHOLOGY. (3)

An intensive study of methodology in the field of general psychology.

1960-1961

450. RESEARCH PROBLEMS. (3)

Advanced experimental and reading course for majors in psychology. Research design, collecting of data, designing of equipment, reporting of findings, and other problems of research in psychology are studied.

SECRETARIAL PRACTICE

Assistant Professor West

101. ELEMENTARY TYPEWRITING. (2)

Training to attain a minimum sustained writing speed of 35 words per minute; introduction to letter forms.

Two hours a week. May not be credited toward graduation.

102. INTERMEDIATE TYPEWRITING. (2)

Building of typing speed to a minimum of 45 words per minute; accurate production of business forms and statistical tables.

Two hours a week. May not be credited toward graduation.

Prerequisite: Secretarial Practice 101 or its equivalent.

111. ELEMENTARY SHORTHAND. (3)

Development of a comprehensive reading and writing knowledge of Gregg shorthand.

112. INTERMEDIATE SHORTHAND. (3)

Continuation of Secretarial Practice 111 with building of shorthand vocabulary of business terms and development of a minimum sustained note-taking speed of 80 words per minute on new dictation material with 95 per cent accuracy in transcription.

Prerequisite: Secretarial Practice 111 or its equivalent.

221. ADVANCED SHORTHAND AND TRANSCRIPTION. (3)

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts.

Prerequisite: Secretarial Practice 112 or its equivalent.

234. SECRETARIAL PRACTICE AND OFFICE MANAGEMENT. (3)

Correlation of all phases of secretarial work, including specialized dictation and transcription, office management and procedures, uses of office equipment, and secretarial personality development.

Prerequisite: Secretarial Practice 112 or its equivalent.

SOCIOLOGY

Professor Pohlman

CONCENTRATION: Sociology 203, 204, 403, 450, and at least 18 semester hours of other sociology courses numbered 300 and above, as approved by the major advisor.

203. PRINCIPLES OF SOCIOLOGY. (3)

Analysis of human relations: culture, personality, group behavior, social stratification systems, etc.

204. MAJOR INSTITUTIONAL AND PROBLEM AREAS. (3)

A study of some of the institutions and principal social problems in modern society such as the family, minorities, political sociology, etc.

303. DELINQUENCY AND CRIME. (3)

The study of delinquent and criminal behavior and crime in the United States. Some attention is given to penal systems and treatment.

1961-1962

307. URBAN SOCIOLOGY. (3)

The sociology of the city and the problems arising from modern urbanization.

1960-1961

308. MINORITY GROUPS IN AMERICAN CULTURE. (3)

The sociology of cultural and racial minorities with special emphasis upon the Negro and Jewish minorities in the United States.

1961-1962

309. INTRODUCTION TO SOCIAL WORK. (3)

A pre-professional survey for those going into social work, as well as for teachers, nurses, and religious workers interested in the philosophy and principles of social work. Some attention will be given to exploration of various agencies and their functions.

Prerequisite: Sociology 203.

1960-1961

313. SOCIAL ANTHROPOLOGY. (3)

An introduction to the study of relatively small-scale non-literate societies. Emphasis will be placed upon the reading analysis and comparison of field research monographs.

1961-1962

402. THE FAMILY. (3)

Courtship, marriage, and the family in the United States. Materials on other cultures are introduced where their use is helpful to the understanding of the foregoing.

403. DEVELOPMENT OF SOCIOLOGICAL THEORY. (3)

Sociological theory from Comte to the present. The major objective is to promote an appreciation and understanding of the function of theory in sociology.

1961-1962

404. INDUSTRIAL SOCIOLOGY. (3)

A study stressing the relationship between industry and society, industry and the community, work groups and work relations, the role of the worker in work groups, and the social organization within industry.

1960-1961

450. METHODS OF SOCIAL RESEARCH. (3)

The nature of the scientific method and basic techniques in social research as applied to the collection, analysis, and interpretation of social data.

1961-1962

NOTE: PSYCHOLOGY 303, PSYCHOLOGY 305, and ECONOMICS 401 may be credited as sociology by students who major in sociology.

SPEECH

Assistant Professor Hadley

100. INTRODUCTION TO THEATRE ARTS. (3)

A survey of the multiple arts of the theatre from the Greek period to the present time with special emphasis on developing an appreciation of the drama through an analysis of the playscript and a consideration of its stage presentation through continually evolving methods of acting, directing, lighting, scene design, makeup, and costuming.

103. FUNDAMENTALS OF SPEECH. (3)

An initial concentration upon the development of a pleasing and efficient voice through training in phonetics, diction, and projection followed by practical application of vocal principles through group discussion and the delivery of speeches for all occasions. Emphasis is also placed upon improving ability in listening analytically as well as creating skill in thinking, writing, and speaking in public with proper poise, logic and confidence.

201. ORAL INTERPRETATION. (3)

A course designed to develop ability in analysis and appraisal of literature with concentration upon the development of skill in oral interpretation so as to communicate with maximum effectiveness. A study is made of proper vocal and platform techniques with emphasis on voice quality, projection, animation, and poise.

321. PLAY PRODUCTION FOR CHURCH AND SCHOOL. (3)

A study of such production procedures as directing, set designing, costuming, lighting, and makeup on the church and lower school levels. Special attention is given to play selection and proper use of minimum equipment.

400. INDIVIDUAL PROJECTS IN SPEECH. (3)

A course providing the opportunity for advanced work in such fields as debate, parliamentary procedure, oral interpretation, speech therapy, group discussion, and public speaking. Open to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs and interests.

402. INDIVIDUAL PROJECTS IN DRAMATICS. (3)

A course providing the opportunity for advanced work in such fields as acting, playwriting, theatre design, directing, costuming, makeup, radio, and television. Open only to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs.

Student Activities

Student Organizations

STUDENT GOVERNMENT ASSOCIATION

Upon registration, each student automatically becomes a member of the Student Government Association which has set the following aims as the purpose of its existence: to encourage self-government; to promote constructive policies pertaining to scholastic and extra-curricular activities; to stimulate the highest standards of honor in all matters of personal conduct; and to make and to enforce regulations which are in harmony with the college administration and which will encourage a progressive and cooperative student life.

The organization of student government is outlined in a constitution granted by the Board of Trustees of the college. Its regulations are printed in full in a special handbook sent new students before the opening of college each year.

QUEENS CHRISTIAN ASSOCIATION AND RELIGIOUS LIFE

This program includes every student. The cabinet of the Queens Christian Association, with a faculty committee, plans morning chapel and Religious Re-emphasis Week. The association also sponsors vesper programs for Sunday evenings and services for special occasions and promotes community projects.

The college makes every effort to enrich the religious life of the students. While Queens College is a church-related college in the Presbyterian denomination, it welcomes students of all faiths, and care is taken not to interfere with the church preference of students. A chapel service is held each Tuesday and Friday.

SORORITIES

There are on the campus of Queens College six national social sororities: Alpha Delta Pi (Beta Iota Chapter), founded at Wesleyan College on May 15, 1851; Alpha Gamma Delta (Gamma Gamma Chapter), founded at Syracuse University in 1904; Chi Omega (Theta Gamma Chapter), founded at the University of Arkansas on April 5, 1895; Kappa Delta (Alpha Omicron Chapter), founded at Virginia State Normal on October 23, 1897; Phi Mu (Gamma Gamma Chapter), founded at Wesleyan College on March 4, 1852; and Alpha Chi Omega, founded at DePauw University on October 15, 1885.

Only those students who are candidates for a degree at Queens College may be considered for membership in the national sororities.

BIOLOGY CLUB

This is an organization to develop greater interest in biological sciences and to inform students of the new developments and opportunities in the field. The club is affiliated with the North Carolina Collegiate Academy of Sciences.

HOME ECONOMICS CLUB

The purpose of the club is to cultivate good fellowship among members of the department and to promote interest in home economics activities. The club is affiliated with the North Carolina and the National Home Economics Associations.

DOLPHIN CLUB

This group, composed of students skilled in swimming styles and synchronized swimming, plans and presents an annual water show. Membership is by try-out only.

QUEENS PLAYERS

Organized by and for the students to afford practical experience in the multiple arts of the theatre, the Queens Players welcomes any member of the student body willing to participate actively in the efforts to provide stimulating entertainment in drama on the Queens College campus.

STUDENT PUBLICATIONS

LOGOS is a literary magazine which seeks to encourage good writing, helps to foster student opinion, and attempts to stimulate interest in current affairs.

THE CORONET, the yearbook, is a factual and photographic record of Queens students and student activities.

QUEENS CUES is designed especially to acquaint new students with the customs, traditions, and standards of the college.

SWATCHES, a publication of the Student Government Association, is a book of pictures of entering students. It is compiled during the summer prior to the opening of the college year, and a copy is given to every student during Orientation Week.

MUSIC

QUEENS COLLEGE CHOIR

This is a group chosen in September by audition. The organization sings very frequently at chapel services, campus concerts, concerts in the city of Charlotte, and church services. Each spring the choir tours for one week in the Carolinas and adjacent states.

QUEENS CHAMBER ORCHESTRA

This organization is designed to play orchestral works of small to intermediate size, such as Baroque concerti grossi, Haydn and Mozart Symphonies, and contemporary works.

QUEENS COLLEGE CHORUS

This choral organization is open to all students in the college. Several campus appearances are made each year. The repertoire is chosen for singers of average ability who wish to experience the pleasure of group participation.

MADRIGAL SINGERS

A small music ensemble of talented vocalists is selected to specialize in chamber music.

INTERCOLLEGIATE CHAMBER CONCERTS

Membership is open to faculty and students from Queens and nearby colleges. The basic organization is the string quartet composed of faculty members from these colleges. Chamber music programs are exchanged annually.

RECITALS

Faculty recitals are presented as a part of the college music program. Junior and senior applied music majors give individual recitals as partial fulfillment of graduation requirements. Many non-majors in applied music appear on programs throughout the year.

Services and Regulations

STUDENT HEALTH SERVICE

The health program at Queens College is under the supervision of a physician and the dean of students. Annual health reports to be filled out by the family physician are required of all students. An infirmary is maintained where three graduate nurses are on duty and where the college physician has regular consultation hours.

The purpose of the infirmary is to protect the health of all and to treat outpatients or bed patients who have minor illnesses. In the case of major illnesses or operations, arrangements are made with Charlotte hospitals by the college physician and the parents of the student. Infirmary bed patient service is provided for boarding students only. No medical fee is charged for infirmary services; but, if it is advisable that a physician be called on a case, the student pays his fee and the cost of special medicine.

ASSIGNMENT OF ROOMS

Reservations of rooms by returning students will be made between April 9 and May 15 in the office of the dean of students. An agreement signed by student and parents to make the initial payment due June 15 will be required before a reservation may be made.

Assignment of rooms and roommates will be given to freshmen when they arrive in September.

STUDENT ACTIVITY FEE

The student activity fee is required of all except part-time students carrying six semester hours or less, with whom it is optional. Payment of this fee entitles the student to receive the college magazine, *logos,* and the yearbook, *The Coronet;* provides for membership in the Queens College Lecture Series; and finances the program of the Student Government Association.

PLACEMENT BUREAU

The Placement Bureau is operated by the Public Relations Office as a service to students and alumnae. Cumulative records are kept for all persons registered with the bureau. Biographical information, academic and professional qualifications, and personal recommendations are included in individual Placement Bureau folders sent to prospective employers. The office maintains an active register of positions and employers, and students and alumnae are notified of positions available in their particular vocations. Because of the extensive and continuing use which graduates make of this office, it is most important that each senior complete material for a dossier before she leaves the campus.

Expenses

General Fees

An application fee of $10.00 is required of all new students. It is not refundable.

The general fee for a regular full-time student for both semesters of the scholastic year is:*

Resident Students	$1,850.00
Commuting Students	800.00

For resident students the general fee includes tuition, room and board, infirmary, and miscellaneous residential costs; and for commuting students, tuition. In addition, a student will be assessed special fees as stated in the course descriptions and the student activity fee of $25.00.

The Board of Trustees reserves the right to make necessary adjustments in fees at any time.

SCHEDULE OF PAYMENTS: RESIDENT STUDENTS

New Students: Within 30 days following acceptance Returning Students: On or before June 15	Not refundable	$ 100.00
(No discount or scholarship award may be applied against the above payment.)		
On entrance in September		550.00
On November 10		400.00
On January 10		400.00
On March 10		400.00
		$1,850.00

SCHEDULE OF PAYMENTS: COMMUTING STUDENTS

New Students: Within 30 days following acceptance Returning Students: On or before June 15	Not refundable	$ 35.00
(No discount or scholarship award may be applied against the above payment.)		
On entrance in September		345.00
On November 10		140.00
On January 10		140.00
On March 10		140.00
		$ 800.00

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*Fees for students registered during the regular academic year 1959-60 have been stated in a letter from the president of the college, dated May 26, 1959.

Special Fees

FEES FOR PART-TIME STUDENTS

A student registered for 11 semester hours or less (including an activity hour as the equivalent of one semester hour) will be assessed the following fees:

Tuition, per semester hour (exclusive of applied music)	$25.00
Applied music fees at the non-college rate	

Part-time students registered for more than six semester hours will pay the student activity fee of $25.00 per year.

Such expenses as other special fees will be charged according to the schedule applying to all students.

APPLIED MUSIC FOR FULL-TIME COLLEGE STUDENTS

One half-hour lesson each week throughout the year in piano, organ, strings, or voice	**$** 75.00
Two half-hour lessons each week throughout the year in piano, organ, string, or voice	125.00
One half-hour lesson in one course and one half-hour lesson in another course each week throughout the year	125.00
Two half-hour lessons each week in one course and one half-hour lesson each week in another course throughout the year	175.00
Two half-hour lessons each week in one course and two half-hour lessons each week in another course throughout the year	200.00
Use of practice studio (including piano) for scheduled daily practice throughout the year	10.00
Use of a school instrument (violin, viola, flute, etc.) for practice throughout the year, activity hour participants excepted	10.00
Use of organs for scheduled daily practice throughout the year	20.00

APPLIED MUSIC FOR PART-TIME COLLEGE AND NON-COLLEGE STUDENTS

One half-hour lesson each week throughout the year in piano, organ, strings, or voice	$100.00
Two half-hour lessons each week throughout the year in piano, organ, strings, or voice	180.00

One half-hour lesson in one course and one half-hour lesson in another course each week throughout the year	$180.00
Use of practice studio (including piano) for scheduled daily practice, per semester	10.00
Use of a school instrument (violin, viola, flute, etc.) for practice, per semester	10.00
Use of organs for scheduled daily practice, per semester	20.00

OTHER SPECIAL FEES

Education 442, 444	
For 45 hours of practice teaching	30.00
For 60 hours of practice teaching	40.00
Home Economics 336	
Resident students	15.00
Commuting students	55.00
Home Economics 420 Board for commuting students for six weeks in the Home Management House	90.00
Diploma Fee, including diploma and rental of cap, gown, and hood	12.00
Late Registration Fee	5.00
Transcript Fee (for each one after first one)	1.00
Tuition, per semester hour in excess of 17 semester hours not including applied music and activity hours	25.00

In lieu of a contingent fee, the college reserves the right to assess a student for any unnecessary damage to property.

Regulations Regarding Payment of Fees

Payment for less than half a semester will not be accepted. Should a student withdraw for any reason, the charges for that half of the semester during which she withdraws are due and payable.

A student will not be permitted to attend classes or to take a final examination until satisfactory arrangements have been made to meet all financial obligations.

A diploma, certificate, or transcript of record will not be granted until the student's account is paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

All requests for deferred payment must be made in advance to the treasurer.

Upon signing the application for admission, the parent or guardian (or the applicant if not a dependent) accepts as binding and contractual all fees and regulations set forth in the catalogue.

All payments must be made directly to the treasurer. Checks should be made payable to Queens College.

Communications concerning all business transactions should be addressed to the treasurer.

Other Information Concerning Expenses

BOOKS AND MISCELLANEOUS EXPENSES

The cost of books and supplies will vary with the courses taken, but the average expense is about $40.00. Such an amount should be on hand upon entrance. The expenses outside of college, such as travel, clothing, amusement, and incidentals, vary according to the individual student. If a student wishes to become a member of a sorority, either social or honorary, there are additional costs for initiation, dues, and special assessments.

STUDENT BANK

A student bank is operated by the business office for the convenience of students. The college urges that the students use the college banking facilities. The student bank is open Monday through Friday from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m.

INFIRMARY

Although no medical fee is charged, the college maintains an infirmary where three graduate nurses are on duty. The college physician holds regular clinics twice a week without cost to student and is called at any time if it seems advisable after the sudent has been admitted to the infirmary. His fee for special visits and consultations outside of clinic hours and the cost of special medicines are paid by the student. If the physician recommends removal to a hospital, all expenses are paid by the student.

LAUNDRY

Laundry is not included in the above charges. The college offers facilities for handling this item efficiently and economically at the expense of the student.

NOTE: The college exercises every precaution to protect the property of students but will not be responsible for any loss which may occur.

Financial Aid

Scholarships

Scholarships at Queens College are awarded primarily to assist students of ability to meet their financial needs. However, students with no financial need are eligible for some scholarships. They will receive a token grant and will enjoy all other benefits of the program. Loan funds are also available to those who must supplement scholarship grants.

Scholarships are of two kinds:

I. Scholarships open to freshmen
    Queens Scholarships
    College Scholarships

II. Scholarships open to upperclassmen
    Dana Scholarships
    College Scholarships

Scholarships vary in amount depending upon financial need, and all recipients are expected to perform some college service. Experience has proved that this is an important factor in the education of the student and gives her a sense of self-reliance and independence. The service is kept within a range that will allow ample time for the scholarship student to maintain quality in her academic work and to participate in the extracurricular and social life of the campus.

In making awards the Scholarship Committee considers:

The student's interest in attending college
Academic ability
Personality and character

SCHOLARSHIPS FOR ENTERING FRESHMEN

Queens Scholars. These four-year degree candidates are expected to have outstanding academic rating in high school and to attain standardized test scores indicating ability to excel at Queens. Their personal recommendations should also show unusual promise as to personality, character, and leadership potential. An interview is necessary to appointment. Some 15 such scholars will be appointed each year.

Queens Scholars will attend a seminar planned especially for the group, each receiving three hours credit per semester. They will serve for five hours a week as Scholar Assistants to faculty members in fields of their interest.

Queens Scholars will receive financial grants ranging from $100 to $1450, depending upon need as measured, in part, by the Parents' Confidential Statement to the College Scholarship Service. If demonstrated need exceeds the scholarship grant, these students will also be eligible for loans. Students requiring no financial assistance will receive the token minimal grant of $100 and will enjoy all other benefits of the program.

Queens Scholars will be automatically eligible for consideration as Dana Scholars in the sophomore, junior, and senior years.

College Scholars. These four-year degree candidates are expected to show unusual achievement and promise as indicated by high school records, standardized test scores, and personal recommendations.

They will serve as Scholar Aides in the library or in faculty or administrative offices (including laboratories, switchboard, post office, etc). Hours of college service will vary from four to 12 hours a week.

A financial grant of from $200 to $900 will be awarded these scholars, depending upon the student's need as indicated, in part, by the Parents' Confidential Statement to the College Scholarship Service: resident students, $300 to $900; commuting students, $200 to $500. Those whose awards are $200 to $300 will work four hours a week; for awards from $350 to $900, work hours will increase to a maximum set at 12 hours.

Students whose demonstrated need exceeds the amount of the scholarship grant will be eligible for loans.

If her record of achievement at Queens qualifies her, the College Scholar will be eligible for consideration for a Dana or a College Scholarship for a subsequent year.

SCHOLARSHIPS OPEN TO SOPHOMORES, JUNIORS, AND SENIORS

Dana Scholars. Dana Scholars are students who have already demonstrated outstanding ability as members of the Queens student body and intend to graduate from the college in four years. A minimum quality point average of 1.75 is a prerequisite for consideration; personal qualifications and contributions to the life of the college community are also considered. Appointment as a Dana Scholar, the highest honor available to an undergraduate, carries the recognition of superior achievement at the college level. Approximately 45 Dana Scholars will be appointed annually with 15 from each of the three upper classes.

Dana Scholars will attend a seminar each year at their respective class levels. Each of these seminars will be directed by two faculty members. The sophomore and junior seminars will be in special subject matter fields—often of an interdisciplinary character—with topics to suit the particular needs of the group involved. The senior seminar will be on the philosophy of the liberal arts. Seminars will carry three semester hours credit each semester.

Each Dana Scholar will serve as Scholar Assistant to a faculty member five hours a week. Service will be similar to that of Queens Scholars but will be adapted to the increasing maturity and interest of the individual scholar.

Dana Scholars will receive financial grants of from $100 to $1450, according to need as indicated, in part, through the Parents' Confidential Statement of the College Scholarship Service. Of the total grant made, from $100 to $450 will be the service grant. Students having no financial need are eligible for appointment as Dana Scholars and will receive the token minimal grant of $100 as well as enjoy all other benefits of the program. A Dana Scholar, however, has the assurance that if her financial circumstances should change so that she would need greater assistance, the amount of her grant would be adjusted appropriately.

Students whose demonstrated need exceeds $1450 will be eligible for loans.

If the Dana Scholar maintains at least the minimal standards for appointment, she will be assured of the renewal of her Dana Scholarship for subsequent years.

College Scholars. The same provisions apply to College Scholars on the upper-class level as apply to College Scholars in the freshman year. See page 80.

PRINCIPLES UNDERLYING THE SCHOLARSHIP PROGRAM

As is obvious from the preceding descriptions, the Queens and Dana Scholarships are designed to honor truly outstanding students. It is the intention of the faculty and administration to recognize the potential of these students and to assign to them special honor, special privilege, and special responsibility commensurate with their ability. They will be the symbol of what Queens students are at their best. Such scholars are expected to live up to their talents, and the college obligates itself to do all in its power to help these students explore the full range of their potentialities.

The seminars for Queens and Dana Scholars serve several purposes. They guarantee that each of the scholars will have the stimulation of at least one class composed solely of those of similar ability. Secondly, they are planned with the knowledge that superior students usually enter college with skills well developed, in communication for example; hence, the seminars will give the students opportunities to work at advanced levels and in individualized ways. One main task of the seminars—especially in the freshman year—is to help students develop methods of critical and imaginative analysis which will help them become self-directing. Finally, the faculty members are aware that the seminars may prove to be means for discovering educational methods which could be applied with value to the entire curriculum.

All holders of Queens and Dana Scholarships function as Scholar Assistants. This role and the relationships it entails are among the most important aspects of the entire scholarship program. Obviously this role is a means through which the scholar is enabled to render some regular return of service to the college, in amount five hours per week. College Scholars will have assignments as Scholar Aides for from four to 12 hours a week. In no case would such service constitute earning the whole grant although one main reason for having the service provision is to give scholars an opportunity to share in providing for their own education. Generally speaking, the ablest undergraduates are the most insistent in demanding the dignity of being responsible for themselves. Queens College means to honor this just demand. At the same time, the college urges scholarship holders never to forget that their primary responsibility is as a student; therefore, the scholarship program is such that no scholar may spend so much time earning a grant that her academic work suffers.

Equally important is the fact that Scholar Assistant and Scholar Aide relationships offer what is conceivably the best means of educating the undergraduate by allowing her to participate in the functioning of the college. Every effort will be made to assign Queens and Dana Scholars as assistants of faculty in fields of their interest and to help them perform duties of direct academic import. There is probably no better way to prepare these scholars for the leadership which their talents suggest.

So far as is possible, College Scholars will have similar assignments although some of them will find their work more routine in nature. In any case, all scholars' assignments will be to positions of genuine importance to the college. Every scholar will have ample opportunity to express her preferences. In no case will the amount of service be such as to threaten the achievement of the student.

One of the distinguishing features of the Queens College scholarship program is that effort is made to help establish relationships between donors and recipients of scholarships. Here as in all other aspects of the college, it is assumed that education is a matter of personal encounter; and it is considered highly desirable that the scholarship students have some acquaintance with those whose concern and generosity help them to attend college.

Therefore, it is the practice at Queens to give to a scholarship holder the name and address of the donor of her grant and to encourage her to correspond with that person. It is also the practice to inform the donors of the appointees' names and to keep them informed regarding the progress of these students. It is the experience of the officers of the college that both parties in this relationship benefit by it.

ENDOWED SCHOLARSHIPS

Mr. Charles A. Dana has created at Queens a major upper-class scholarship program which bears his name. The following endowed scholarships have also been established by friends of the college:

The Katherine Cramer Angell
The Mr. and Mrs. William H. Barnhardt
The Belk Brothers
The Mary Henry Belk Memorial
The Elizabeth Blair Memorial
The Dorothy Brown
The Samuel C. and Wilhelmina C. Byrd
The Mr. and Mrs. Martin L. Cannon
The Sallie McAlister Carson
The Charlotte-Mecklenburg Alumnae
The Charlotte Observer
The Charlotte Panhellenic Congress
The Pattie Morris Cole
The Mr. and Mrs. J. H. Cutter
The Salene Hutchison Dalton
The Dalton-Hutchison
The Dorsett-Johnson
The Eloise Butt Dowd
The W. Carey Dowd, Jr.
The Dr. and Mrs. R. A. Dunn
The Efird Brothers
The Mr. and Mrs. H. H. Everett
The Frazer Foundation
The Peter S. Gilchrist
The Jane Parks Grey
The Jane Rea Grey
The Lula Jane Grey
The W. M. and Kate Cleveland Hagood
The Minnie Olive Harry Memorial
The C. E. Hutchison
The Susan Nye Hutchison
The Mr. and Mrs. J. B. Ivey
The Jerry Jernigan Memorial
The C. W. Johnston
The Emma Lilian Keigwin
The W. S. Lee Memorial
The Lethco Memorial
The Lily Long (Alumnae)
The Joe and Emily Lowe
The W. T. McCoy Memorial
The Emma Gold McPheeters
The Charles E. Neisler Memorial
The Gertrude M. Norman
The Mr. and Mrs. J. M. Oldham
The Mr. and Mrs. David Ovens
The Laura Janette Quattlebaum
The Eloise Rankin
The Abbie Tuttle Robinson
The Mr. and Mrs. Frank O. Sherrill
The Mr. and Mrs. J. Luther Snyder
The Loma Squires
The Mr. and Mrs. R. L. Stowe
The W. Z. Stultz
The J. D. Swinson
The Ufford-Northrop

Annual Scholarships, 1959-1960

The John M. Akers
An Anonymous Gift
The Irwin Belk
The Board of Christian Education
  Richmond, Va.
The W. Lester Brooks (Anon.)
The Business Women's Circle
  First Presbyterian Church
  Charlotte, N. C.
The Carmen A. Carter
The Charlotte Classroom Teachers' Association
The Charlotte Music Forum for Piano Teachers, Charlotte, N. C.
The Covenant Presbyterian Church
  Charlotte, N. C.
The Day Student Council of Queens College
The Delta Kappa Gamma
  Charlotte, N. C.
The First Presbyterian Church
  Belmont, N. C.
The J. B. Glover
The Governor's Traffic Safety Council
The Fred J. Hay
The House of Huston Foundation
The Junior Miss America Pageant, Inc.
The Mulberry Home Demonstration Club
  Mecklenburg County
The Myers Park Presbyterian Church
  Charlotte, N. C.
The National Merit Scholarship
  Evanston, Ill.
The National Secretaries Association
The Charlotte Panhellenic Congress
The Piedmont Club Foundation
The Presser Foundation
The Paul Quattlebaum
The Quota Club, Charlotte, N. C.
The Sears-Roebuck & Co.
The Mills Taylor Scholarship
The Philip Van Every
The Women of the First Presbyterian Church, Burlington, N. C.
The Women of the Church
  Mecklenburg Presbytery
  Charlotte, N. C.
The Women of the Church
  Synod of Alabama
The Women of the Church
  Synod of South Carolina

REGULATIONS GOVERNING SCHOLARSHIPS

All scholarships are awarded annually by a faculty committee after application has been made by the student for initial or renewal appointment. Although funds are not sufficient to assist all students who apply for aid, every effort will be made to assist as many as possible. All applicants each year should submit the regular Scholarship Application form which may be secured from the director of admissions or the dean of the college. Those wishing to be considered for Queens or Dana Scholarships should so indicate at the top of that application form; a special application is not necessary.

Queens College is one of about 200 colleges which are members of the College Scholarship Service, a non-profit agency, the function of which is to help member colleges arrive at a more nearly equitable estimate of student need than would be possible otherwise.

The entering student who wishes to apply for a scholarship should send a Parents' Confidential Statement regarding financial condition to the College Scholarship Service, which will then compute an estimate of the family's means and send this to the college. These application forms may be secured from The College Scholarship Service, Box 176, Princeton, New Jersey; or Box 27896, Los Angeles 27, California; from the Admissions Office of Queens College; or from one's high school counselor or principal.

The new student should submit her scholarship application along with the application for admission—perferably not later than March 15. She should submit her Parents' Confidential Statement to the College Scholarship Service by March 5. Awards will be made after students have been accepted for admission.

The returning student should submit her application and her Parents' Confidential Statement of the College Scholarship Service by February 15 to the dean of the college (not to the College Scholarship Service itself).

The Scholarship Committee reserves the right to revoke the award if the academic work or conduct of the student is not satisfactory.

No resident student who holds a scholarship will be permitted to have the regular use of an automobile while in college.

If it is necessary for a student to withdraw during the year, the total grant is prorated to expenses incurred according to the regulations governing withdrawal.

The two paragraphs following apply to all students who receive scholarships for the first time for 1960-61 or later.

Scholarships at Queens College will be awarded only to those students whose intention is to graduate in four years from Queens, exception being made for students in the nursing and medical laboratory technology programs. Students who have received scholarships and who wish to transfer to some other institution before graduation from Queens College will be required to return to the college the parts of the scholarships which have not been earned. A transcript of the student's record will not be issued until all her financial obligations to the college have been discharged. Special arrangements may be made for students who need transcripts of credit for summer school study or a junior year abroad.

After arrangements for the student's account have been made, any scholarship which is received by a student from sources other than Queens College may be deducted from the amount granted by the college, unless the college has been notified in advance of this additional scholarship.

DAUGHTERS OF MINISTERS AND TEACHERS

A reduction of $350 is given in the tuition of students whose fathers or husbands are ministers, missionaries, or teachers provided these students carry at least 12 semester hours. Application for this reduction should be made yearly to the Business Office; it must be filed no later than 30 days following the September registration.

Loan Funds and Student Employment

Loans to students of Queens College to enable them to pay educational expenses are available from a number of funds, including the following:

The Albert Grady Harris
The Lily Long, U.D.C.
The Mackorell
The Panhellenic
The James T. Porter
The Signers Chapter of D.A.R.

The following are the principal conditions:

1. Loans will be available to those who are full-time college students who are in good standing and are capable of maintaining such standing. Students who have been regularly accepted for admission are eligible for loans to be received during their freshmen year.

2. Each applicant will be required to show financial need.

3. The college will give special consideration to the application of students who meet one or both of the following conditions:

a. Are students with superior academic background who plan to teach in public elementary or secondary schools; or

b. Are students with superior capacity or proficiency in the sciences, mathematics, or a modern foreign language.

4. Students may borrow up to $1,000 per year or a total of $5,000 during their academic careers.

5. The amount of the loan will be paid to the student in installments during the school year.

6. Repayment of the loan normally will begin one year after the borrower stops being a full-time student and will take place in ten equal annual installments so that the total amount of the loan will have been repaid with interest by the conclusion of the eleventh year after the student leaves an institution of higher education. However, the student may repay the loan more rapidly than this schedule indicates if she is able; alternatively, in case of financial difficulty she may request the college to extend her repayment period or she may request an arrangement providing for graduated periodic installment payments.

7. Interest at the rate of 3% starts with the first payment; that is, the money will have been loaned without interest during the years of study and for one year thereafter.

8. If the borrower dies or is disabled before the debt is paid, the total liability will be canceled.

9. If the borrower becomes a full-time teacher in a public elementary or secondary school, up to one-half of the loan (plus interest on that amount) will be forgiven, at the rate of 1/10 per year of teaching.

10. Forms for use in applying for a loan are to be secured from the Office of the Treasurer of the College, Queens College, Charlotte 7, North Carolina.

Students will occasionally have opportunity for employment at the college during the school year. Applications for such employment should be addressed to the business manager.

Banking for College

The experience of both Queens College and the First Union National Bank of North Carolina is that many families have difficulty financing college education for their sons and daughters.

The Queens College general fee of $1850 for board, room, tuition, library, health service, etc. is less than two-thirds of the cost of these services to the college. Even this fee is too high for many parents to pay annually out of income.

Parents, however, want to pay their own way.

To make it possible for the family of average income to pay for a college education of a daughter, the following plan has been developed.

The purpose of the plan is to allow parents of selected students to spread part of the cost of college education over a longer period and pay for it monthly. Either of two plans may be chosen.

PLAN I — $50 PER MONTH

First year and second year high school girls may apply.
Payments start with the junior year of high school.

After an application has been approved by Queens College and the First Union National Bank, a contract will be made. Under the terms of this contract the parents agree that, beginning 24 months in advance of the registration of their daughter in college, they will deposit $50 each month in the First Union National Bank. These deposits will continue for two years and five months after the year of graduation. The bank will pay the college $1200 each of the four years the student is enrolled in college.

PLAN II — $65 PER MONTH

Third and fourth year high school girls may apply.
Payments start with the senior year of high school.

Under this plan, monthly deposits of $65 will begin one year in advance of registration and will continue one year and five months beyond the year of graduation. The bank will make the same payments as in Plan I.

APPLICATIONS

Application forms will include an application for credit to the First Union National Bank and an application for provisional admission to Queens College. Contracts will become effective on September 1. Applications should be received not later than May 15 of the year in which the contract is to become effective.

The number of Banking for College contracts that can be approved is limited.

No statement of cause will be made to unsuccessful applicants.

Students participating in this program will, of course, be expected to meet all normal requirements of the college for academic standing and conduct.

Application blanks may be secured from:

Office of Admissions
Queens College
Charlotte 7, North Carolina

Is the student assured of admission to Queens College?

Usually, yes. The application for provisional admission, which is a part of the procedure for entering the Banking for College program, will provide most of the information required for final admission. It will secure a reservation of a room in a dormitory. It will provide a basis for advice on remaining high school study. In the senior year additional records will be requested at the end of the first semester. If the records are so radically changed as to cause denial of admission, the candidate will be notified by March 15; and all bank deposits may be withdrawn.

Can a member withdraw from this plan?

Yes. Withdrawal can be made in any year that notice of withdrawal is given by March 15. Upon withdrawal, accumulated deposits will be refunded. After the junior year in college, withdrawal will be permitted when satisfactory arrangements have been made with the bank for repayment of the loan.

Can the plan be insured?

In the event of the death of the maker of a note, life insurance will cover any loan balance outstanding at the time of death.

Does this plan cover all charges of the college?

The bank will pay the college $1200 of the total fee which is $1850. The difference of $650 will be due on July 1 each year before enrollment in September. The only other fees are the student activity fee and certain special fees as shown on pages 77 and 78.

Can the tuition rate be changed?

The general fee of the college will not be raised for participants in this plan during the period of the contract regardless of any change for other students. If the general fee is decreased during the period of the contract, participants in this plan will receive the benefit of that decrease.

Community Services

THE EVENING COLLEGE

The Evening College is intended to serve the educational needs of men and women of the Charlotte area. Here adults may enroll for the purpose of securing college credits which may be used for transfer in satisfaction of degree or certification requirements. Others may want college training for vocational advancement or for self-improvement.

Many credit courses offered in the Evening College are open to students who may wish to enroll on an audit or non-credit basis.

Special or non-credit courses are organized from time to time for vocational, professional, or cultural groups. All such courses are also open to other interested individuals.

SUMMER SESSION

The Queens Summer Session is limited to students living in Charlotte or within commuting distance of the campus. All courses offered are for college credit and are taught by regular members of the Queens faculty supplemented by visiting instructors.

The schedule of dates for the session is shown on the college calendar. A special summer school bulletin, listing course offerings, is published in March and may be obtained by writing the dean of the college.

QUEENS-CHARLOTTE LEADERSHIP TRAINING PROGRAM

An important contribution to the community is the unique cooperation between the college and the churches of Charlotte. By this arrangement a professor of religion, supported jointly by the college and the churches, organizes and administers three times a year a training school for religious leaders. Members of the Queens faculty and ministers and staff workers of the Charlotte churches of all denominations comprise the faculty of the school and present a program designed to supply the needs of the area.

NON-COLLEGE DIVISION OF THE DEPARTMENT OF MUSIC

This division performs one of the oldest community services that Queens offers to Charlotte and the surrounding areas. Instruction is offered to students of all ages — from the very young to the adult — in the following areas: organ, piano, strings, and voice. The recital hall, the new Belk Memorial Moeller organ, the instruments belonging to the department, the extensive library of phonograph recordings, scores, music, and books, and other facilities of the department are all available to the non-college student.

Alumnae Association

All graduates and former students are organized in this association. The purpose of the association is to develop, strengthen, and utilize the bonds of affection between the college and its alumnae and among the alumnae themselves. At the present time three alumnae are members of the Board of Trustees.

The Alumnae Association is a member of the American Alumni Council, and the college is a member of the American Association of University Women.

ALUMNAE ASSOCIATION OFFICERS

President—Mrs. Phelps Brooks, Chester, S. C.

First Vice-President—Miss Mary Currie, Wallace, N. C.

Second Vice-President—Mrs. Charles R. Hunter, Blenheim, S. C.

Corresponding Secretary—Mrs. Richard M. Thompson, Stanley, N. C.

Recording Secretary—Mrs. Roy W. Beaty, Charlotte, N. C.

Treasurer—Mrs. Paul B. Bell, Charlotte, N. C.

Past President—Mrs. Glenn C. Alexander, Van Wyck, S. C.

Trustee Representatives: Mrs. W. H. Belk, Charlotte, N. C.
Mrs. Curtis B. Johnson, Charlotte, N. C.
Mrs. S. P. Stowe, Belmont, N. C.

Ex-Officio—Mrs. Ann Ritch Sanders, Director of Alumnae Affairs

ALUMNAE ADMISSIONS REPRESENTATIVES

New England
Mrs. Hugh B. Dickey, 25 Huckleberry Road, Lynnfield, Massachusetts ED 4-5368

Middle Atlantic
Mrs. Barton Brown, 8 Montrose Avenue, Summit, New Jersey—CR 3-3706

Northern Ohio
Mrs. W. M. Kirkpatrick, Jr., 1000 Nelaview Rd., Cleveland Heights 12, Ohio MU 1-8161

Southern Ohio
Mrs. L. Thomas Blackburn, 501 Walnut Springs Road, Dayton, Ohio AX 3-7840

South Central
Mrs. Robert Lynn, 1971 Mignon Ave, Memphis, Tennessee—BR 4-3342

Middle West
Mrs. William Witherspoon, 6401 Ellenwood Ave., St. Louis, Missouri PA 7-0804

Southwest
Miss Mary Jean McFadyen, 5300 S. Main St., Houston 4, Texas—JA 9-9506

Queens College Personnel

Board of Trustees

H. H. Everett, *Chairman*

The Rev. James E. Fogartie, *Secretary*

Term Expires 1961

John M. Akers (*Synod of N. C.*), Gastonia, N. C.
William H. Barnhardt (*Trustees*), Charlotte, N. C.
James J. Harris (*Trustees*), Charlotte, N. C.
The Rev. Lynn T. Jones, D.D. (*Synod of S. C.*), Columbia, S. C.
Dr. F. L. Knight (*Synod of N. C.*), Sanford, N C.
Paul Quattlebaum (*Synod of S. C.*), Conway, S. C.

Term Expires 1962

The Rev. Chester Alexander, D.D. (*Synod of N. C.*), Burlington, N. C.
Mrs. W. H. Belk (*Trustees—Alumna*), Charlotte, N. C.
Mrs. J. M. H. Fitzgerald (*Synod of S. C.*), Columbia, S. C.
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Term Expires 1963

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Term Expires 1964

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Edwin R. Walker, *President, Ex-Officio*

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Jerry Hoke, A.B., *Admissions Counselor*
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Peggy K. Powell, B.S., *Assistant, Alumnae Office*
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Dorothy A. Wentz, *Secretary, Business Office*

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Ingrid M. Alexander, R.N., *Resident Nurse*
Carolyn Dobbins, R.N., *Assistant Resident Nurse*
Janice Fowler, R.N., *Assistant Resident Nurse*

Faculty

EDWIN R. WALKER, *President*
A.B., B.D., Ph.D., LL.D., Southwestern University; Vanderbilt University; University of Chicago.

CURTIS W. R. LARSON, *Dean of the College*
A.B., B.D., Ph.D., Hamline University; Garrett Biblical Institute; Yale University.

ETHEL M. ABERNETHY, *Professor Emeritus of Psychology*
A.B., M.A., Ph.D., D.Sc., Duke University; Johns Hopkins University; University of Chicago; Queens College.

HERBERT V. CARSON, *Professor Emeritus of Bible, Religion, and Philosophy*
A.B., B.D., Th.M., D.D., Washington and Lee University; Union Theological Seminary, Richmond; Southwestern at Memphis.

RENA C. HARRELL, *Librarian Emeritus*
A.B., M.A., A.B. in L.S., Queens College; University of North Carolina; Library School, Emory University.

ELSIE STOKES MOSELEY, *Professor Emeritus of Music*
National Conservatory, New York; Pupil of Adel Margulies, Edwin Hughes, W. B. Goatee.

LAURA A. TILLETT, *Professor Emeritus of English Literature*
A.B., M.A., Duke University; Columbia University; Harvard University; Cambridge University.

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A.B., M.A., Ph.D., Queens College; University of North Carolina.

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B.S., M.A., Meredith College; Columbia University; Furman University; University of Virginia; Woman's College of the University of North Carolina; University of Washington.

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A.B., M.A., Hamline University; University of Minnesota.

HUGHES B. HOYLE, JR., *Professor of Mathematics and Physics*
A.B., M.A., University of North Carolina; New York University.

GEORGE A. STEGNER, *Professor of Music*
B.S., B.Mus., M.Mus., D.F.A., Miami University, Oxford, Ohio; Cincinnati Conservatory; Chicago Musical College.

STUART D. CURRIE, *Professor of Bible and Religion*
A.B., B.D., University of Texas; Austin Presbyterian Seminary; Union Theological Seminary, New York City; Emory University.

JACK H. FEHON, *Professor of Biology*
B.S., M.S., Ph.D., University of Florida; Florida State University; University of Wisconsin.

C. Louise Salley, *Professor of History*
A.B., M.A., Ph.D., University of Tennessee; Duke University; University of Michigan; University of Washington.

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A.B., M.A., Ed.D., University of North Carolina; Teachers College, Columbia University.

Dougald McD. Monroe, Jr., *Professor of English*
A.B., M.A., Ph.D., Washington and Lee University; Northwestern University.

Donald E. Lewis, *Professor of Chemistry*
B.S., M.S., Ph.D., Abilene Christian College; Florida State University; University of Tennessee, Memphis.

Norris W. Preyer, *Professor of History*
A.B., M.A., Ph.D., University of North Carolina; University of Virginia; Harvard University.

Edmund T. Weiant, *Professor of German and Russian*
A.B., Ph.D., Kenyon College; Cornell University; Universitat Basel; University of Michigan.

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A.B., M.A., Ph.D., Emmanuel Missionary College; Ohio State University.

George A. Shealy, *Professor of Art*
Indiana University; Chicago Art Institute; Bell School of Art; Oxbow School of Painting.

Thelma Albright, *Associate Professor of English*
A.B., M.A., Greensboro College; Duke University.

Eleanor Lloyd Jenkins, *Associate Professor of Mathematics*
A.B., M.A., Queens College; University of North Carolina

Mary Lee Taylor, *Associate Professor of Bible and Religion*
A.B., M.R.E., Salem College; The Biblical Seminary, New York; George Peabody College for Teachers; New York University.

John D. Morrison, *Associate Professor of Music*
B.Mus., M.Mus., A.A.G.O., Northwestern University.

Summers Tarlton, *Associate Professor of Religion*
A.B., M.A., University of Kentucky; Assembly's Training School; Transylvania University; Union Seminary, New York; Garrett Biblical Institute.

Elizabeth McD. Black, *Associate Professor of Education*
A.B., M.A., Woman's College of the University of North Carolina; Teachers College, Columbia University; Northwestern University; Temple University.

Philip Moose, *Associate Professor of Art*
Stevens School; National Academy; Columbia University Art School; Skowhegan School of Painting; Taxco School of Art, Mexico; Academy of Fine Arts, Munich.

Robert A. Snyder, *Associate Professor of Music*
B.S., M.S., D.Mus., University of Illinois; Indiana University.

HERBERT E. BABB, *Associate Professor of Psychology*
A.B., M.S., Emory University; University of Kentucky.

L. AUBREY DREWRY, JR., *Associate Professor of Economics*
B.S., M.A., Ph.D., University of Virginia.

WILLIAM BEIDLER, *Associate Professor of Philosophy*
B.S., M.A., Ph.D., University of California; University of North Carolina; Osmania University, Hyderabad, India.

ROBERTA T. S. CHALMERS, *Associate Professor of English*
A.B., M.A., B.Litt., D.Litt., Mount Holyoke College; Radcliffe College; Oxford University; Kenyon College.

M. JOYCE HAYES, *Associate Professor of Psychology*
A.B., M.A., Ph.D., University of South Carolina; Ohio State University; University of North Carolina.

ELIZABETH CHANDLER CUMMING, *Visiting Associate Professor of English*
A.B., M.A., Smith College; Oxford University.

ALBERT R. MAY, *Associate Professor of Music*
Boston University College of Music; Juilliard School of Music.

SARAH IRENE DUNLAP, *Assistant Professor of Home Economics*
B.S., M.A., Winthrop College; University of Tennessee.

MILDRED L. MISCALLY, *Assistant Professor of Journalism*
A.B., M.A., University of Georgia.

NANCY EAGLE, *Assistant Profesor of Music*
B.S., M.A., Woman's College of the University of North Carolina; Peabody College; Catawba College; University of North Carolina; Appalachian State Teachers College; University of Indiana.

CAROLINE GORDON RICHARDSON, *Assistant Professor of Modern Languages (French)*
A.B., M.A., Winthrop College; University of the South, Sewanee, Tennessee; University of South Carolina; University of Minnesota; University of Laval, Quebec.

SARAH M. WEST, *Assistant Professor of Secretarial Practice*
B.S., M.R.E., Winthrop College; Woman's Missionary Training School, Louisville, Kentucky.

ANN STELLHORN GEBHARDT, *Assistant Professor of Art*
B.F.A., M.A., Lake Erie College; Ohio State University.

CHARLES O. HADLEY, *Assistant Professor of Speech and Comparative Literature*
A.B., M.A., Davidson College; University of North Carolina; University of Besancon, France; Duke University; University of Birmingham, Stratford, England.

MARIE E. JOHNSON, *Assistant Professor of Music*
B.Mus., M.Mus., Greensboro College; Cincinnati Conservatory of Music.

Ruth Louise Whyte, *Assistant Professor of Art*
Ph.B., B.F.A., M.F.A., University of Chicago; School of Art Institute of Chicago; Skowhegan School of Painting and Sculpture.

Frances Virginia Irons, *Assistant Professor of Home Economics*
B.S., M.S., Woman's College of the University of North Carolina; Virginia Polytechnic Institute.

Josie C. Tomlinson, *Assistant Professor of Modern Languages (Spanish)*
A.B., M.A.T., Woman's College of the University of North Carolina; Duke University; Mexico City College; Middlebury College; Syracuse University.

Kurt R. Glaubitz, *Assistant Professor of Music*
B.Mus., M.A., Yale University; Teachers College, Columbia University.

Charles E. Brewer, Jr., *Visiting Assistant Professor of Economics*
A.B., Princeton University.

Ruth R. Magher, *Instructor in Physical Education*
B.S., Woman's College of the University of North Carolina; University of North Carolina; Johns Hopkins University.

Jane Frazier Coker, *Instructor in Music*
B.Mus., Salem College.

Peggy P. McDonald, *Instructor in Physical Education*
B.S., Winthrop College.

Audrey M. Adams, *Instructor in History*
A.B., M.A., University of British Columbia.

Catharine Blue Calhoun, *Instructor in English*
A.B., M.A., Queens College; Northwestern University.

Margaret Gaston, *Instructor in Music*
B.Mus., Converse College; University of North Carolina.

Kathryn Cooper, *Instructor in Music*
B.Mus., M.Mus., Oberlin Conservatory of Music; Indiana University; University of Vienna.

Anne K. Alexander, *Instructor in Music (Children's Piano)*
A.B., Hollins College.

Grace M. Hall, *Visiting Lecturer in Geography*
A.B., M.A., Glenville State Teachers College; Marshall College.

Affiliated Faculty in the Nursing Program

Anne Pleasants White, *Director of Education, Presbyterian Hospital School of Nursing*
A.B., R.N., M.A., Flora Macdonald College; Stuart Circle Hospital School of Nursing, Richmond, Virginia; Columbia University.

Degrees Conferred in 1960

BACHELOR OF ARTS

Carol Adams
Jane Louise Agsten
Amelia Word Alexander
Elizabeth Appleby
cum laude
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Leila Self Bennett
Mary Jennings Brown
Mary Lynn Brown
Anna Blanche Carmichael
Mary Anne Carmichael*
magna cum laude
Mary McDaniel Cathey
Mary Allred Crews
summa cum laude
Suzanne Helen Davis
Rosemary Dellinger
Flo Ellen Denny
Millie Lou Douglass
Dorothy Lee DuBose
Martha Josephine Farley
William Casper Farrady
Dorothy Lynn Fricks
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Ann Barkley Grey
Sandra Carolyn Guigou
Marilyn Hackett
magna cum laude
Mary Alexander Harrell
Kitty Maxine Hisey
Patricia Alma Hogg
Susan Hovis
Elizabeth Baumberger Hudson
cum laude
Hilda Lee Hull
Gertrude Thompson Huske
Catherine Ann Hutchinson
Nancy Kimball Ingram
Lucy Davis Johnson
Alice Montine Jones
Gail Louviene Jordan
John Herbert Kasler
Sarah Elizabeth Kenney
Priscilla Ward Knight
Martha Kay Laird
Roberna Ann Leckie
Elizabeth Reaves McNair
Sallie McLean McSwain
Nancy Marilyn McWhirter
Mary Ann Mahon
Alice Louise Manning
Melissa Anne Martin
Sarah Ann Melton
Phyllis Merry
cum laude
Bobbi Shelton Miller
Penelope Rodd Moffett
Lynne Nichols
cum laude
Barbara Rogers Offutt
Nancy Carolyn Osborne
Cynthia Nell Parsons
Martha Rebecca Reid
Sue Anne Reid
Nina Macri Reps
Dorothy Hodges Robinson
Phoebe Blackwell Rollins
Marie Foscue Rourk
Carol Elizabeth Sams
Mary Lillian Scarborough
Priscilla Ann Selby
Margaret Anne Simmons
Betty Carolyn Smith
Judy Lee Smith
Leta Anne Smith
Lillie Deanne Smith
Linden Irene Spann
Reba Lucille Steele
magna cum laude
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Jean Lathrop Taylor
Carolyn Johnson Van Every
Mary Elizabeth Walter
Anne Irvine Walters
Dorothy Louise Welch
Elizabeth Gopfert West
Mary Johannah Whittle
Elizabeth Ann Wilder
Marilyn Malone Williams
Ruth Womick Williams
Kathryn Hutchins Woods
magna cum laude
Agnes Greene Yoos

**With Honors Thesis*: "*The Influence of Catholicism Upon the Development of Socialism in France and Italy*: 1800-1950."

BACHELOR OF SCIENCE

Carolyn Rowe Hamrick
Joyce Ann Kelly
Frances Marie Newton
Jane Cole Oliver

DOCTOR OF HUMANITIES

Emily Lynch Lowe
Mereb Ethna Mossman

Honors and Awards 1959-1960

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Sue Fields Ross
Jane Carolyn Dudley
Kay Hilton Long
Suzanne Haynes MacRae
Kay Shuler Davis
Anne Hilton Holmead
Mary Elizabeth Rivers

THE ALGERNON SYDNEY SULLIVAN MEDALLIONS
Priscilla Ann Selby
Monroe Taylor Gilmour

THE CHARLOTTE PANHELLENIC SCHOLARSHIP AWARD
Louise Reid O'Kelley

THE QUEENS COLLEGE PANHELLENIC SCHOLARSHIP CUP
Alpha Delta Pi Sorority

THE KAPPA DELTA SCIENCE AWARD
Lynne Nichols

JOURNALISTIC AWARDS
Creative Writing Cup: Jane Arline Paden
The Jernigan Journalistic Award: Marilyn Hackett
The Coronet Award: Julia Marilyn MacQueen

THE RECREATION ASSOCIATION SPORTSMANSHIP AWARD
Alice Louise Manning

ALPHA CHI OMEGA SHORT STORY AWARD
Rosemary Clower

CHI OMEGA SOCIOLOGY AWARD
Elizabeth Appleby

SIGMA UPSILON AWARD FOR POETRY
Valerie Anitra Burnie

DELTA OMICRON AWARD FOR MUSICAL SERVICE
Alice Montine Jones

WHO'S WHO IN AMERICAN UNIVERSITIES AND COLLEGES
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Mary Lynn Brown
Mary Anne Carmichael
Marilyn Hackett
Roberna Ann Leckie
Melissa Anne Martin
Carol Elizabeth Sams
Priscilla Ann Selby
Elizabeth Ann Wilder
Kathryn Hutchins Woods

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Jane Louise Agsten
Adelaide Mott Anderson
Mary Lynn Brown
Flo Ellen Denny
Marilyn Hackett
Roberna Ann Leckie
Elizabeth Reaves McNair
Julia Marilyn MacQueen
Melissa Anne Martin
Phyllis Merry
Nancy Carolyn Osborne
Sue Fields Ross
Gail Genevieve Rutherford
Carol Elizabeth Sams
Priscilla Ann Selby
Harriet Erwin Sloop
Judy Lee Smith
Ruth Ann Vandiver
Elizabeth Ann Wilder
Ruth Kirkland Wilkes
Kathryn Hutchins Woods

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Elizabeth Appleby
Leila Self Bennett
Mary Anne Carmichael
Marilyn Hackett
Elizabeth Baumberger Hudson
Phyllis Merry
Lynne Nichols
Sue Fields Ross
Carol Ann Speake
Reba Lucille Steele
Elizabeth Motte Thomson
Kathryn Hutchins Woods

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Linda George Cashwell
Corah Ann Fischer
Melinda Connell Goodman
Flora Christian McNair
Ruth Christina Scholten
Martha Woods

ELECTED TO SIGMA UPSILON

Amelia Word Alexander
Mary Anne Carmichael
Clare Marse Chambers
Marilyn Hackett
Patricia Alma Hogg
Harriet Hoyle Houston
Elizabeth Caroline Jenkins
Sarah Ann Jennette
Sallie McLean McSwain
Alice Louise Manning
Melissa Anne Martin
Celia Ann Overton
Jane Arline Paden
Alyce Barbara Riddle
Patricia Moore Sims
Carolyn Louise Skeen
Harriet Erwin Sloop
Rosallen Wilson Spencer
Linda Juliett Venning

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Mary Malinda Bangs
Bernice Joanna Brooks
Judith Ray Crotts
Elizabeth Marie Elliott
Alice Montine Jones
Marilyn Lee Mason
Brenda Ann Sweezy
Lynda Sue Wilkinson
Joyce Eleanor Wingate

Summary of Enrollment

1959-1960

Senior Class	82	
Junior Class	85	
Sophomore Class	133	
Freshman Class	151	
Full-time Non-degree	4	
Part-time	19	
Evening College (College Credit Students)	239	
Total regular session		713
Summer Session 1959		142
Total Students Enrolled		855

GEOGRAPHICAL DISTRIBUTION

Alabama	6
Arkansas	1
Delaware	1
Florida	38
Georgia	35
Kansas	1
Kentucky	2
Maryland	3
Massachusetts	2
Michigan	1
Mississippi	1
New Jersey	2
New Mexico	1
North Carolina	243
Ohio	1
Pennsylvania	2
South Carolina	68
Tennessee	13
Virginia	33
West Virginia	17
Germany	1
Greece	1
Japan	1

Roster of Students, 1960-61*

Abel, Nancy Fleming	Columbia, S. C.	So.
Abernethy, Susan Womble	Winston-Salem, N. C.	Jr.
Adams, Janice Sherrill	Seneca, S. C.	Fr.
Adams, Nancy Matilda	Bristol, Va.	Fr.
Addington, Virginia	Bluefield, West Va.	So.
Albritton, Jean Nesbitt	Montgomery, Ala.	Fr.
Aldrich, Ann Dunn	Atlanta, Ga.	Fr.
Alexander, Nancy Carolyn	Charlotte, N. C.	Jr.
Alford, Genevieve	Tallahassee, Fla.	Fr.
Allen, Miriam (Bebe)	Spartanburg, S. C.	So.
Allen, Priscilla Ann	Blackshear, Ga.	Fr.
Allison, Janet Herring	Rose Hill, N. C.	So.
Anderson, Adelaide Mott	Morganton, N. C.	Sr.
Anderson, Emilie Ann	Richmond, Va.	Sr.
Anderson, Rela Elizabeth	Pensacola, Fla.	Fr.
Anderson, Virginia Kent	Marietta, Ga.	Fr.
Apperson, Nancy Joyce	Winston-Salem, N. C.	Sr.
Arrington, Lucille Ann	Charlotte, N. C.	So.
Arscott, Patricia Gaynor	Troy, N. C.	Jr.
Ashworth, Diana Jane	Charlotte, N. C.	Fr.
Atkins, Beverly Ann	Asheville, N. C.	Sr.
Baker, Grace Jordan	Washington, D. C.	Fr.
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Barrow, Harriet Boyd	Spartanburg, S. C.	Jr.
Bayley, Lucinda Hope	Baltimore, Md.	Fr.
Beam, Doris Evelyn	Charlotte, N. C.	Jr.
Beckett, Jane Ellen	Huntington, West Va.	Fr.
Bell, Martha Anne	York, Ala.	Fr.
Bell, Patricia Elaine Payton (Mrs.)	Charlotte, N. C.	Sr.
Bero, Mary Carolyn	Atlanta, Ga.	Fr.
Bingham, Judy Lee	Charlotte, N. C.	Jr.
Black, Judith L.	Concord, N. C.	Jr.
Blackwelder, Brenda Carole	Charlotte, N. C.	So.
Blackwelder, Jane Louise	Mocksville, N. C.	Fr.
Blair, Cleone Irene	Charlotte, N. C.	So.
Blevins, Margaret McIver	Bristol, Tenn.	Jr.
Bloodworth, Ann Frances	Gadsden, Ala.	Jr.
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Booth, Trula Sutton (Mrs.)	Charlotte, N. C.	Jr.
Bopp, Virginia Lee	Miami Springs, Fla.	Sr.
Bowers, Margaret Nickols	Morganton, N. C.	Fr.
Bradley, Georgia Carolyn	Columbia, S. C.	Fr.
Bright, Anne Carrington	Cobham, Va.	Fr.
Brinkley, Marcia Lucretia	Largo, Fla.	Jr.
Brook, Nancie Mann	Winter Haven, Fla.	Jr.
Brooks, Bernice Joanna	Charlotte, N. C.	Jr.
Brooks, Rachel Susan	Greensboro, N. C.	Sr.
Broome, Ruby Marlene	Waxhaw, N. C.	Jr.
Brown, Katherine LaVerne	Macon, Ga.	Fr.

*August 1, 1960

Bullock, Vivian Anne	Georgetown, S. C.	Fr.
Burgin, Caroline Neely	Lincolnton, N. C.	Fr.
Burnie, Valerie Anitra	Jackson, Miss.	So.
Cahoon, Anita McIlhenny	Washington, N. C.	So.
Calhoun, Joan Louise	Charleston, W. Va.	Fr.
Camicia, Caren Reve	Holden, W. Va.	Fr.
Camlin, Sheila Sue	Georgetown, S. C.	So.
Campbell, Linda Waite	Charlotte, N. C.	Jr.
Campbell, Mary Pauline	Rowland, N. C.	So.
Cannon, Harriet Coltrane	Concord, N. C.	P.T.
Cannon, Sandra Jean	Huntington, W. Va.	Jr.
Carmichael, Elizabeth Florence	Winston-Salem, N. C.	Sr.
Carpenter, Brenda Lee	Davidson, N. C.	So.
Carter, Frances Linder	Greenville, S. C.	Jr.
Cashwell, Linda George	Greensboro, N. C.	Jr.
Cason, Sally Jackson	Murfreesboro, Tenn.	So.
Cathey, Carol	Charlotte, N. C.	Sr.
Cellar, Lillian Georgette	Jacksonville, Fla.	Fr.
Challen, Sue Gary	Memphis, Tenn.	Fr.
Chapman, Jeanne Marie	Columbus, Ga.	So.
Chappell, Dawn Stewart	Winston-Salem, N. C.	So.
Cherry, Charlotte Frierson	Washington, D. C.	Fr.
Chostner, Nancy Cole	Greensboro, N. C.	Fr.
Christian, Marianna Ramsey	Williamsburg, Va.	Sr.
Churchill, Diana Randall	Atlanta, Ga.	Fr.
Clemmons, Martha	Columbus, Ga.	Sr.
Clontz, Juanita McLeod (Mrs.)	Charlotte, N. C.	Sr.
Clotfelter, Nancy Northcutt	Marietta, Ga.	Fr.
Clower, Rosemary	Hampden-Sydney, Va.	So.
Clyburn, Martha Marie	Bishopville, S. C.	Jr.
Cochran, Carol Helen	Jacksonville, Fla.	Jr.
Cohen, Ruth Goldman (Mrs.)	Charlotte, N. C.	Jr.
Coiner, Mary Louise	Staunton, Va.	Jr.
Coley, Susanna Linthicum	Raleigh, N. C.	Jr.
Collins, Mary Lou	Chattanooga, Tenn.	Fr.
Cook, Nancy Gray	Charlotte, N. C.	Jr.
Cooke, Dorothy Anne	Gastonia, N. C.	Fr.
Cooper, Joanne	Charlotte, N. C.	So.
Cooper, Priscilla Jo	Selma, Ala.	So.
Cox, Betty Rae	Williamsburg, Va.	Sr.
Cox, Elizabeth Roberta	Woodruff, S. C.	Fr.
Craig, Mary Allen	Charlotte, N. C.	Jr.
Craig, Sara Frances	Wilmington, N. C.	Sr.
Cranford, Helen Louise	Elkin, N. C.	Sr.
Crevensten, Helen Biddle	Charlotte, N. C.	So.
Crickmer, Janet Hope	Bluefield, W. Va.	So.
Crotts, Judith Ray	Charlotte, N. C.	Jr.
Currie, Catherine McArthur	Charlotte, N. C.	So.
Daniel, Betty Jane	Gastonia, N. C.	So.
Davis, Kay Shuler	Quincy, Fla.	So.
Dawson, Sarah Elizabeth	Jefferson City, Mo.	Fr.

Dean, Beverly Ann	Raleigh, N. C.	Fr.
Deaton, Mary Amelia	Statesville, N. C.	Fr.
Deahl, Ann Lamar	Kenilworth, Ill.	Fr.
Dedman, Rainsford DuBose	Devon, Pa.	Fr.
Deets, Carol Ann	Charlotte, N. C.	Sr.
Dekle, Lettie Lee	Perry, Fla.	Fr.
DeWitt, Nancy Lee	Ellerbe, N. C.	So.
Dickinson, Petra Jane	Jacksonville Beach, Fla.	So.
Dobbins, Carolyn Clara	Rutherfordton, N. C.	Jr.
Douglas, Susan	Charlotte, N. C.	Jr.
Duerson, Martha Carrel	Miami, Fla.	Fr.
Duetsch, Darrelyn Edith	Tenafly, N. J.	Fr.
Dunwoody, Cornelia Elizabeth	Easley, S. C.	Jr.
Dyer, Georgene Sue	Atlanta, Ga.	Fr.
Eason, Ann	Clarksburg, W. Va.	Fr.
Eckert, Beverly Evelyn	Winter Haven, Fla.	Fr.
Edwards, Ina Rose	Society Hill, S. C.	Jr.
Eskridge, Josephine All (Mrs.)	Charlotte, N. C.	Sr.
Eubanks, Rosanne	Atlanta, Ga.	So.
Evans, Sula Anne	Jacksonville, Fla.	So.
Faires, Evelyn	Charlotte, N. C.	Jr.
Falk, Martha Elizabeth	Jacksonville, Fla.	Fr.
Farrar, Linda Elizabeth	Mount Holly, N. C.	So.
Feitler, Linda Rose Theresa	Teaneck, N. J.	Fr.
Ferran, Janet Margaret	Eustis, Fla.	So.
Files, Patricia Ann	Orangeburg, S. C.	Fr.
Finklea, Susann	Florence, S. C.	Sr.
Fischer, Corah Ann	Falls Church, Va.	Jr.
Fisher, Judith Jo	Raleigh, N. C.	Sr.
Fisher, Mary Elizabeth	Charlotte, N. C.	Jr.
Foster, Susan	Crestview, Fla.	So.
Fowler, Janice	Dunn, N. C.	Sr.
Freeman, Alice Jeanne	Fort Mill, S. C.	So.
Freeman, Renate Elizabeth	Wharton, W. Va.	Fr.
Fry, Cora Helen	Winchester, Va.	Sr.
Fuller, Judy Marian	Roanoke Rapids, N. C.	So.
Gabb, Susan Palmer	Richmond, Va.	So.
Gamm, Brenda Virl	Woodruff, S. C.	Fr.
Gammon, Jane	Bristol, Va.	Fr.
Gardner, Judy Allen	Winter Haven, Fla.	Fr.
Garland, Louisa Anne	Decatur, Ga.	Fr.
Garrison, Rebecca Shapard	Moultrie, Ga.	So.
Garst, Eleanor Burruss	Greensboro, N. C.	So.
Gaulding, Charlotte Ann	Charlotte Court House, Va.	Fr.
Gelzer, Kathleen Baker	Charleston, S. C.	Fr.
Gilliam, Martha Stephens (Mrs.)	Charlotte, N. C.	Sr.
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Givhan, Gene Lewis	Montevallo, Ala.	So.
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Goodwin, Barbara Aimar	Beaufort, S. C.	So.

Gorman, Carol Lyon	Atlantic Beach, Fla.	Fr.
Grab, Geraldine Caroline	Riverside, N. J.	Fr.
Grafton, Zena Kay	Jacksonville, Fla.	Fr.
Gray, Judith Connie	Ponte Vedra, Fla.	Fr.
Gray, Kathryn Mickle	Charlotte, N. C.	Fr.
Gray, Nancy Ann	Spartanburg, S. C.	Sr.
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Grimsley, Mary Bruce	Fairmont, N. C.	Sr.
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Gurley, Margaret Johnston	Charlotte, N. C.	Sr.
Guyer, Patsy Jo	Charlotte, N. C.	Sr.

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Hardee, Sarah Linda	Dunn, N. C.	Sr.
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Harrington, Sara Irene	Decatur, Ga.	So.
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Hastings, Sylvia LaMarr	Charlotte, N. C.	Fr.
Helms, Kathleen	Charlotte, N. C.	So.
Hemphill, Alice Gammon	Columbia, S. C.	So.
Hill, Pearl Elizabeth	Charlotte, N. C.	So.
Himebauch, Bonnie Talley	Matthews, N. C.	So.
Hitchcock, Nancy Carolyn	Danville, Va.	Sr.
Hobbs, Ann Katherine	Jacksonville, Fla.	Jr.
Holladay, Glenina Kirkland	Burlington, N. C.	Fr.
Holliday, Anne Cordelia	Charlotte, N. C.	Fr.
Hollingsworth, Margaret Elaine	Tampa, Fla.	Fr.
Holmead, Anne Hilton	Silver Spring, Md.	So.
Hook, Elisabeth Johnson	Cheraw, S. C.	So.
Hopkins, Mary Pearl	Waynesboro, Ga.	Jr.
Hopkins, Nancy Eudora	Charlotte, N. C.	Sr.
Horner, Evelyn June	Blytheville, Ark.	Sr.
Hough, Carolyn Davis	Greensboro, N. C.	Fr.
Huddleston, Jean Karol	Charlotte, N. C.	Jr.
Hunsberger, Dorothy Ann	Tampa, Fla.	Fr.
Hunter, Jean McEwen	Mint Hill, N. C.	Fr.
Hunter, Doyle Rachel Mildred	Newberry, S. C.	Fr.
Huskey, Yvonne Louise	Charlotte, N. C.	Jr.
Hutcheson, Nancy Barksdale	Staunton, Va.	Fr.
Hutchins, Elizabeth Erwin	Morganton, N. C.	So.
Hutchins, Patricia Anne	Jacksonville, Fla.	Fr.

Ingram, Sloan Lentz	Cheraw, S. C.	So.
Isom, Mary Pedrick	Florence, S. C.	Fr.

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Jackson, Emma Susanne	Cheraw, S. C.	Fr.
Jackson, Helen Celeste	Atlanta, Ga.	So.
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James, Harriet Susan	Alexandria, Va.	Fr.
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Jenkins, Sara Celeste	Haines City, Fla.	Fr.
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Jerman, Frances Catherine	Charlotte, N. C.	Sr.
Johnson, Barbara Frances	Wilmington, Del.	So.
Johnson, Claudia Evelyn	Jacksonville, Fla.	Fr.
Johnson, Ida Elizabeth	Goldsboro, N. C.	Jr.
Johnson, Mary Rebecca	Prince Frederick, Md.	Fr.
Johnson, Nina Elizabeth	Smithfield, N. C.	So.
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Jones, Judith Ann	Canton, N. C.	So.
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Judd, Janet Elizabeth	Richmond, Va.	So.

Karagianni, Basiliki Peter	Charlotte, N. C.	Jr.
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King, Alice Julene	Atlanta, Ga.	So.
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King, Cynthia Ann	Kingsport, Tenn.	Sr.
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Lang, Sharon Kay	Bartow, Fla.	Fr.
Larson, Carol Jean	Charlotte, N. C.	So.
Lawall, Carolyn Harriet	Ridgewood, N. J.	Fr.
Lawther, Jane Wyatt	Wilmington, N. C.	Fr.
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Linn, Betsy Carole	Landis, N. C.	Sr.
Litaker, Linnea Ruth	Concord, N. C.	Fr.
Lloyd, Mildred Emily	Raleigh, N. C.	So.
Long, Kay Hilton (Mrs.)	Monroe, N. C.	Jr.
Lucas, Virginia May	Old Bridge, N. J.	Fr.
Lyon, Katherine Denise	Arlington, Va.	Sr.

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McClure, Mary Moffett	Spottswood, Va.	Jr.
McCormac, Jonnie Flynn	Dillon, S. C.	So.
McCubbin, Joyce Marie	Campbellsville, Ky.	So.
McCutchen, Ann Cunningham	Spartanburg, S. C.	Sr.

McDaniel, Patricia Ann	Rutherfordton, N. C.	Sr.
McDonald, Virginia Dare	Rockingham, N. C.	Fr.
McDowall, Claudia Ann	Fayetteville, N. C.	Fr.
McGarity, Sarah Louise	Moultrie, Ga.	So.
McGee, Anne Pringle	Charleston, S. C.	So.
McGrath, Ann Eads	Louisville, Ky.	Fr.
McLaughlin, Anne Niven	Waxhaw, N. C.	Fr.
McLaughlin, Sara Swann	Waynesboro, Va.	Jr.
McMichael, Merry Jayne	Litchfield, Ohio	Sr.
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MacQueen, Julia Marilyn	Little Rock, S. C.	Sr.
MacRae, Suzanne Haynes	Mount Gilead, N. C.	So.
Magnan, Jane Elizabeth	Hogansville, Ga.	Jr.
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Marks, Alice Wingo	Wilmington, N. C.	So.
Marsh, Elizabeth Lambeth	Fairfax, Va.	Fr.
Mason, Marilyn Lee	Charleston, W. Va.	Sr.
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Mayfield, Mary Nancy	Charlotte, N. C.	So.
Mays, Francis Marion	Atlanta, Ga.	Fr.
Mercer, Claire Walsh	Charlotte, N. C.	Sr.
Merrell, Gail Deanna	Charlotte, N. C.	Jr.
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Miller, Margaret Lee	Charlotte, N. C.	So.
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Milton, Frances	Atlanta, Ga.	Fr.
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Moore, Nancy Delores	Matthews, N. C.	Sr.
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Morrison, Willie Martha	Hartsville, S. C.	So.
Morton, Suzann Sutton	Slab Fork, W. Va.	Jr.
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Myers, Loretta Lee	Danville, Va.	Sr.
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Nunn, Carol McLendon	Tallahassee, Fla.	Fr.
Odiorne, Elizabeth McFaddin	Columbia, S. C.	So.
Oehler, Kathryn Anne	Shelby, N. C.	Fr.
Ogburn, Sally	Greensboro, N. C.	Fr.
O'Kelley, Louise Reid	Tallahassee, Fla.	So.

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Orta, Ramona Elizabeth	Raleigh, N. C.	Jr.
Overton, Celia Ann	Matthews, N. C.	Sr.
Oyer, Constance Lou	Chillicothe, Ohio	Fr.

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Patterson, Sallie Susanne	Seneca, S. C.	So.
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Porterfield, Mary Ann	Burlington, N. C.	So.
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Prevette, Jeannette Cecelia	Wilkesboro, N. C.	Fr.
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Rentz, Carolyn Baker	Reidsville, N. C.	So.
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Robertson, Priscilla Anne	Wilson, N. C.	Fr.
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Rucker, Elizabeth Carol	Moultrie, Ga.	Fr.
Rutherford, Gail Genevieve	Valdese, N. C.	Sr.
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Sanders, Jane Marie	Laurinburg, N. C.	Jr.

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Shaw, Sue Jackie	Charlotte, N. C.	Sr.
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Showalter, Anne Hunter	Jacksonville, Fla.	Fr.
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Stedman, Suzanne Hamilton	Charlotte, N. C.	So.
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Swain, Martha Suzanne	Landis, N. C.	So.

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Thompson, Mae Elizabeth	Goldsboro, N. C.	Fr.
Thompson, Rebecca Anne	Kingsport, Tenn.	Jr.
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Tolley, Fidelia Ellen	Lexington, Va.	Fr.
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Whitley, Harriett Elliott (Mrs.)	Charlotte, N. C.	Jr.
Wilkes, Ruth Kirkland	Atlanta, Ga.	Sr.
Wilkinson, Lynda Sue	Charlotte, N. C.	Sr.
Williams, Angela	Moncks Corner, S. C.	So.
Williams, Cecelia Catharine	Bloomsburg, Pa.	So.
Williams, Sandra Lynn	Rutherfordton, N. C.	Sr.
Williamson, Sally McGregor	Columbia, S. C.	So.
Wilson, Mary Harvey	Huntington, W. Va.	Fr.
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Wingate, Joyce Eleanor	Charlotte, N. C.	Sr.
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Wise, Mary Panter (Mrs.)	Charlotte, N. C.	P.T.
Woodard, Sara Blanche	Whiteville, N. C.	So.
Woodham, Margaret Nan	McColl, S. C.	Sr.
Woods, Martha	Chester, S. C.	Jr.
Woodward, Rosalynn	Eastman, Ga.	Sr.
Wright, Mildred Kathleen	Chester, S. C.	So.
Wyatt, Sally Ann	Stoneville, N. C.	Fr.
Yelton, Evelyn Lee	Rutherfordton, N. C.	Sr.
Young, Martha Paige	Mount Holly, N. C.	So.

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APPLICATION FOR ADMISSION TO QUEENS COLLEGE

(Print or type)

CHARLOTTE, NORTH CAROLINA

For session beginning

____

as

☐ Resident student

☐ Commuting student

Do not fill in this space

I. P.	Wd.	Act.	A. F.	No.

Name ______________________________
(Last) (First) (Middle)

Home address ______________________________
(Street or rural route) (City) (State)

Telephone ______________ Date of birth ______________ Race ______________

Name of high school ______________ Month and year of graduation ______________

Principal ______________ School address ______________

Schools attended since high school graduation (include dates) ______________

____

Father's name ______________________________
(If deceased, so indicate)

Mother's name ______________________________
(If deceased, so indicate)

(over)

APPLICATION TO QUEENS COLLEGE (Continued)

For session beginning

____

Date______________

as

☐ Resident student

☐ Commuting student

Name of applicant ______________________________

I am familiar with the financial obligations as stated in the current catalogue of Queens College and approve of this application. I enclose the application fee of ten dollars ($10) which I understand is a service charge and is non-refundable.

Signature of parent or guardian ______________________________
(or applicant if not a dependent)

Home address ______________________________
(Street, City, State)

Position and business address ______________________________

Make checks payable to Queens College. Mail application to the Director of Admissions.

(over)

Do you need financial assistance in order to attend Queens? ______________________

Do you wish to apply for a scholarship? ____________________ A loan? __________

Name of church you attend ____________________________ Are you a member? ____

Minister's name ____________________________ Address ______________________

When do you plan to take the Scholastic Aptitude Test of the College Entrance Examination Board? ____

Commuting student applicants fill in the following:

Do you wish to attend on a full-time or part-time basis? ______________________

Name of husband (if married) ____